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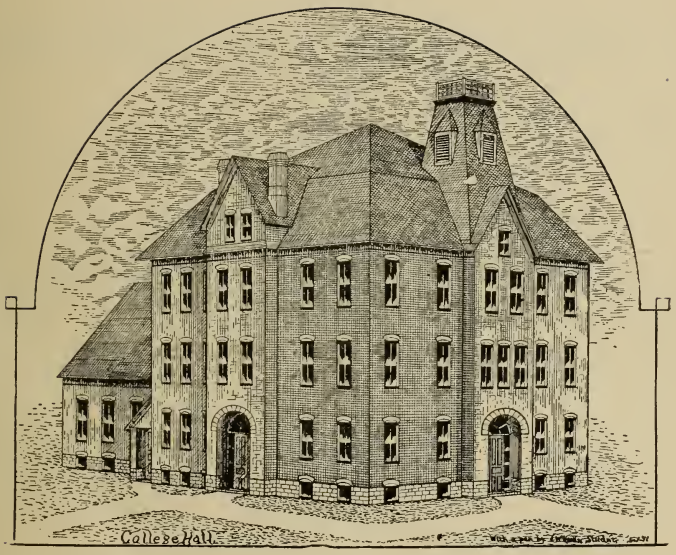
College Hall

# CATALOGUE

OF

# MOUNT MORRIS COLLEGE,

## MOUNT MORRIS, ILL.

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FOURTEENTH YEAR,

1892-1893.

## Calendar for 1893-94.

1893.

*Fall Term (11 weeks) begins,* ..... *Wednesday, Sept. 13.*

Entrance Examinations ..... Wednesday, Sept. 13.
Term Examinations ..... Monday and Tuesday, Nov. 27 and 28.
Fall Term ends ..... Tuesday, Nov. 28.

*Winter Term (15 weeks) begins,* ..... *Wednesday, Nov. 29.*

Holiday Vacation begins ..... Friday Evening, Dec. 22.

1894.

Holiday Vacation ends ..... Monday Evening, Jan. 1.
Term Examinations ..... Monday and Tuesday, March 19 and 20.
Winter Term ends ..... Tuesday, March 20.

*Spring Term (12 weeks) begins,* ..... *Wednesday, March 21.*

Term Examinations ..... Thursday and Friday, June 7 and 8.
Annual Contest of Philorhetorian Society, ..... Friday Evening, June 8.
Annual Contest of Amphictyon Society ..... Saturday Evening, June 9.
Baccalaureate Sermon ..... Sunday Evening, June 10.
Bible Department ..... Monday, June 11.
Commencement ..... Tuesday Forenoon, June 12.
Alumni Reunion ..... Tuesday Afternoon, June 12.
Summer Vacation begins ..... Wednesday, June 13.

## Board of Trustees.

D. L. Miller, J. G. Royer, Joseph Amick,
S. S. Young, Joseph Lahman, E. S. Young.

### OFFICERS.

D. L. Miller, - - - - - President.
S. S. Young, - - - - - Secretary.
Joseph Amick, - - - - Treasurer.

# Faculty and Instructors.

J. G. ROYER, President,
Mental and Moral Science, Pedagogy.

F. W. HANAWALT, (Secretary of Faculty),
College,—Mathematics, Gen. Hist. Academic,—Mathematics, Astronomy

A. H. HAINES,
College,—Greek. Academic,—Greek and English Literature.

J. J. SCHLICHER,
College,—Latin, Anglo-Saxon. Academic,—Latin.

ELLA BUCK,
College,—Biology, Botany, French, German. Academic,—German.

G. N. FALKENSTEIN,
Science, United States History and Civil Government.

GALEN B. ROYER,
English Grammar and Language.

ANTOINETTE CROSSMAN, to Jan. 1, 1893,
MINNIE RICE, from Jan. 1 to close,
Elocution and Physical Exercises.

E. S. YOUNG,
Old and New Testament History, Church History, Bible Geography and Sunday School Normal Work.

I. M. WALKER,
Bookkeeping, Actual Business, Commercial Law. Academic,—Mathematics.

G. E. WEAVER,
Pen Art and Drawing.

FLORA E. TEAGUE,
Shorthand, Typewriting and Orthography.

MAGGIE BIXLER,
Vocal and Instrumental Music.

OSCAR MYERS,
Assistant in Bookkeeping.

E. N. GOSHORN,
Assistant in Mathematics and Grammar.

BESSIE PEIFER,
Assistant in Latin.

# COURSES OF INSTRUCTION.

## TEACHERS' COURSE.

This course of study has been carefully graded and is designed to meet the increasing demands of those who desire to make teaching a profession. It contains all the requirements for a State certificate in the State of Illinois, and with but few changes will conform with that of other States.

There is a constant demand—much larger than can be filled—for teachers who can rationally supervise the work of education. Those who are seeking a thorough preparation for such work will find their needs met by the course here offered.

Requirements for entering course: One term Drawing, Descriptive Geography, Penmanship, Letter Writing, Composition, and a fair knowledge of Physiology, and Arithmetic through the applications of Percentage.

### JUNIOR YEAR.

FALL TERM.—Arithmetic, Mental and Written; English Grammar; U. S. History; Orthography.

WINTER TERM.—Algebra; English Language; Elocution; Physiology.

SPRING TERM-—Algebra; Botany; Physical Geography; Pedagogy.

Society work during the year.

### SENIOR YEAR.

FALL TERM.—Plane Geometry; Algebra; Rhetoric; Zoology.

WINTER TERM.—Solid Geometry; Civil Government, including State Government; English Literature; Physics.

SPRING TERM.—General History; Moral Philosophy; History of Education; Physics (completed.)

Society work during the year.

## ACADEMIC DEPARTMENT.

This department affords thorough preparation for college, for business, and for the profession of teaching. It aims to lay broad and solid foundations for all subsequent scholarly culture, and for the successful conduct of every-

day affairs. It comprises three courses, each requiring three years for its completion. The Classical, Latin-Scientific and Scientific courses are preparatory to the corresponding courses in college, and fill every requirement for admission to any first-class college, with no waste of time or needless study.

## CLASSICAL COURSE.

English Grammar, one term of Drawing, Orthography, Descriptive Geography, penmanship, Letter Writing, and Composition are required to enter this course.

### JUNIOR YEAR.

First Term.—Latin, Grammar and Lessons; Arithmetic ; United States History; Elocution.

Second Term.—Latin, Grammar and Lessons ; Algebra ; English Language ; Elocution.

Third Term.—Latin, Cæsar, De Bello Gallico ; Algebra, Physical Geography, Roman History.

### MIDDLE YEAR.

First Term.—Latin, Cæsar, De Bello Gallico and Prose Composition; Greek, Grammar and Lessons; Algebra; Bible History.

Second Term.—Latin, Cæsar, De Bello Gallico and Prose Composition; Greek, Grammar and Lessons; Physics; Arithmetic, Higher.

Third Term.—Latin, Cicero, Orations; Greek, Anabasis; Physics, one-third term; Greek History, two-thirds term; Physiology.

### SENIOR YEAR.

First Term.—Latin, Cicero, Orations; Greek, Anabasis and Greek Composition; Geometry; Rhetoric.

Second Term.—Latin, Virgil, Æneid; Greek, Anabasis and Greek Composition; Geometry; English Literature.

Third Term.—Latin, Virgil, Æneid; Greek, Homer, Iliad; Astronomy; English Classics.

## LATIN-SCIENTIFIC COURSE.

### JUNIOR YEAR.

Same as in the Classical Course.

### MIDDLE YEAR.

First Term.—Latin, Cæsar, De Bello Gallico and Prose Composition; Algebra; Bible History; Zoology.

Second Term.—Latin, Cæsar, De Bello Gallico and Prose Composition; Physics; Psychology; Higher Arithmetic.

Third Term.—Latin, Cicero, Orations; Physics, one-third term; Greek History, two-thirds term; Physiology; Botany.

SENIOR YEAR.

FIRST TERM.—Latin, Cicero, Orations; German, Grammar and Reader; Geometry; Rhetoric.

SECOND TERM.—Latin, Virgil, Æneid; German, Grammar and Reader; Geometry; English Literature.

THIRD TERM.—Latin, Virgil, Æneid; German, a play; Astronomy; English Classics.

## SCIENTIFIC COURSE.

JUNIOR YEAR.

FIRST TERM.—Elocution; Descriptive Geography; Penmanship; Arithmetic; Grammar.

SECOND TERM.—Drawing; English Language; Elocution; Algebra; Letter Writing.

THIRD TERM.—Algebra; Physical Geography; Orthography; Drawing; Composition.

MIDDLE YEAR.

FIRST TERM.—Algebra; Zoölogy; United States History; Bible History.

SEOND TERM.—Arithmetic, Higher; Physics; Civil Government; Psychology.

THIRD TERM.—Political Economy; Physics, one-third term; English History, two-thirds term; Botany; Physiology.

SENIOR YEAR.

FIRST TERM.—Geology; German, Grammar; Geometry; Rhetoric.

SECOND TERM.—Chemistry; German, Grammar and Reader; Geometry; English Literature.

THIRD TERM.—Mediæval and Modern History; German, a play; Astronomy; English Classics.

# SEMINARY DEPARTMENT.

The object of the Seminary Course is to meet the wants of those young people who desire something between the Academic and the College Courses. The degree of B. L., "Bachelor of Literature," will be conferred upon all persons who complete satisfactorily any one of these courses. Those who complete a Seminary Course are prepared to enter the Junior Class of the corresponding course in college and complete the College Course in two years.

## CLASSICAL COURSE.

FRESHMAN YEAR.

FIRST TERM.—Latin, De Amicitia and Livy; Greek, Lysias; Mathematics, Trigonometry; Anglo-Saxon.

SECOND TERM.—Latin, Livy, Roman History; Greek, Herodotus; Mathematics, University Algebra; Middle English, Chaucer and Spenser.

THIRD TERM.—Latin, Quintilian; Greek, Odyssey; Mathematics, Surveying and Navigation; History of English Language.

Essays throughout the year.

SOPHOMORE YEAR.

FIRST TERM.—Latin, Horace: Greek, Thucydides; General History; Mathematics, Analytic Geometry.

SECOND TERM.—Latin, Horace; Greek, Demosthenes, De Corona; General History; Mathematics, Analytic Geometry and Calculus.

THIRD TERM.—Latin, Tacitus; Greek, Sophocles; General History; Mathematics, Calculus, Descriptive Geometry one hour per week throughout the year.

English Speeches throughout the year.

## LATIN-SCIENTIFIC COURSE.

FRESHMAN YEAR.

FIRST TERM.—Latin, De Amicitia and Livy; German, Gœthe's Iphigenie auf Tauris, German Lyrics; Mathematics, Trigonometry; Anglo-Saxon.

SECOND TERM.—Latin, Livy, Roman History; German, Schiller and Lessing; Mathematics, University, Algebra; Middle English, Chaucer and Spenser.

THIRD TERM.—Latin, Quintilian; German, Literaturgeschichte, translation into German; Mathematics, Surveying and Navigation; History of English Language.

Essays througnout the year.

SOPHOMORE YEAR.

FIRST TERM.—Latin, Horace; Zoology; General History; Mathematics, Analytic Geometry.

SECOND TERM.—Latin, Horace; French, Grammar and Reader; General History; Mathematics, Analytic Geometry and Calculus.

THIRD TERM.—Latin, Tacitus; French, Grammar, Reader and Composition; General History; Mathematics, Calculus, Descriptive Geometry one hour per week throughout the year.

English Speeches throughout the year.

## SCIENTIFIC COURSE.

FRESHMAN YEAR.

FIRST TERM.—Biology; German, Gœthe's Iphigenie auf Tauris, German Lyrics; Mathematics, Trigonometry; Anglo-Saxon.

SECOND TERM.—Biology; German, Schiller and Lessing; Mathematics, University Algebra; Middle English, Chaucer and Spenser.

THIRD TERM.—Structural Botany; German, Literaturgeschichte and translation into German; Mathematics, Surveying and Navigation; History of English Language.

Essays throughout the year.

SOPHOMORE YEAR.

FIRST TERM.—Comparative Physiology; Zoology; General History; Mathematics, Analytic Geometry.

SECOND TERM.—French, Grammar and Reader; Mineralogy; General History; Mathematics; Analytic Geometry and Calculus.

THIRD TERM.—French Grammar, Reader and Composition; Physics, Mechanics; General History; Mathematics, Calculus, Descriptive Geometry one hour per week throughout the year.

English Speeches throughout the year.

# COLLEGIATE DEPARTMENT.

This department comprises three courses, each extending through four years. It aims to furnish a liberal education in the classics, the sciences, the arts, and literature. Students who have satisfactorily completed any one of these courses are admitted to the usual Baccalaureate degrees. The Freshman and Sophomore work in this Department, in the different courses, is the same as in the Seminary Department. Students shall select sufficient work to make four studies each term.

## CLASSICAL COURSE.

JUNIOR YEAR.

(REQUIRED.)

FIRST TERM.—Latin, Juvenal; Physics, Liquids and Sound; History of Civilization.

SECOND TERM.—Greek Æschylus; Physics, Light and Heat; Logic.

THIRD TERM.—Political Economy, Physics, Electricity and Magnetism; Psychology.

Debates throughout the year.

(ELECTIVE.)

FIRST TERM.—Mathematics, Advanced Analytic Geometry and Calculus; French; German.

SECOND TERM.—Mathematics, Analytical Mechanics; French; German.

THIRD TERM.—Mathematics, Analytical Mechanics; French; German.

SENIOR YEAR.

(REQUIRED.)

FIRST TERM. Psychology; Biology.

SECOND TERM.—Evidences of Christianity; Ethics.

THIRD TERM.—History of Philosophy, History of Education.

Orations throughout the year.

(ELECTIVE.)

FIRST TERM.—Mathematics, Quaternions; English Constitutional History; English Masterpieces; Latin; Greek; French; German.

SECOND TERM.—Mathematics, Astronomy; English Constitutional History; Shakespeare; International Law; Latin; Greek; French; German.

THIRD TERM.—Mathematics, Astronomy; American Constitutional History; Geology; Natural Theology; Latin; Greek; French; German.

## LATIN-SCIENTIFIC COURSE.

### JUNIOR YEAR.

(REQUIRED.)

FIRST TERM.—French, La Fontaine, Racine, Composition; Physics, Liqids and Sound; History of Civilization.

SECOND TERM.—French, Brachet's Grammaire Francaise, Corneille, Com position; Physics, Light and Heat; Logic.

THIRD TERM.—Political Economy; Physics; Electricity and Magnetism; Psychology.

Debates throughout the year.

(ELECTIVE.)

FIRST TERM.—Mathematics; Advanced Analytic Geometry and Calculus; Greek; German.

SECOND TERM.—Mathematics, Analytical Mechanics; Greek; German.

THIRD TERM.—Mathematics, Analytical Mechanics; Greek; German.

### SENIOR YEAR.

Required and Elective work same as in Classical Course.

## SCIENTIFIC COURSE.

### JUNIOR YEAR.

Required work same as in the Latin-Scientific Course.

(ELECTIVE.)

FIRST TERM.—Mathematics, Advanced Analytic Geometry and Calculus; Latin; Organic Chemistry.

SECOND TERM.—Mathematics, Analytical Mechanics; Latin; Analytical Chemistry.

THIRD TERM.—Mathematics, Analytical Mechanics; Latin; Chemistry; Qualitative Analysis.

### SENIOR YEAR.

Required work same as in Classical Course.

Elective work same as in Classical Course, with the exception that Chemistry (Quantitative Analysis) is offered instead of Greek during the year.

# Departments of Instruction.

## PREPARATORY.

The method of instruction consists of daily recitations or examinations, on previously-assigned portions of the text-books, in connection with oral comments and explanations. The objects of the recitation are—(*a*) to ascertain the extent of the preparation made by the student—(*b*) to aid him in getting a more thorough understanding of the subject matter of the lesson—and (*c*) to cultivate the powers of expression.

### English.

*Elocution.*—The Elocution required for the preparatory courses is the same as the work done during the first two terms in the department of Elocution and Oratory.

*Orthography.*—Besides the regular drill in spelling, the student is taught diacritical marking, phonetic spelling, the use of the dictionary, and the definitions of many of the words spelled. The class exercises are both oral and written.

*English Grammar.*—All the parts of speech are taken into consideration, but *especial* attention is given to those that present the most difficulty, such as the Relative Pronoun, the Participle, and the Infinitive. Analysis is made a part of the work throughout, and is so clearly presented that those who have never studied the subject grasp it readily, and become able to analyze any sentence.

*English Language.*—In this class the student continues his study of Grammar and begins the study of Rhetoric. The aim is to give in as interesting a manner as possible a course in composition that will lead to a fair mastery of good English, to form habits of systematic investigation, and to develop the power of expressing one's thoughts in fitting language. Essays are required throughout the term.

*Rhetoric.*—The aim is to instruct the student not in facts and principles that merely find lodgment in his mind as so much theory, but in such as will "work their way down out of this into his tongue and fingers, enabling him to speak and to write the better for having studied the subject." Much attention is given to composition writing and at least one essay on which special preparation has been made, must be written, and read before the class for criticism.

*English Literature.*—Daily recitations are given in English Literature during the second and third terms of the senior year. The representative authors of each successive period are studied. Much attention is given to a crit-

ical reading in the class-room, of the masterpiece of each author, thus making the work not only a study *about* the authors, but also a study *of* them. The required work outside of class consists in reading a representative poem, essay and novel from both English and American Literatures, the selections to be made by the instructor. At least one essay must be read before the class during the course.

**Ancient and Modern Languages.**

*Greek.*—The course of study in Greek is intended to introduce the student to the life and the language of the ancient people from whom our culture is so largely derived. Commencing with thorough work in the grammar, the student proceeds to the prose of Xenophon, then to the Heroic verse of Homer. Constant attention is required, not only to grammar and syntax, but also to English-Greek as well as Greek-English translations. In the study of Homer, attention is given to Prosody and the difference between Attic and Epic Greek.

*Latin.*—The first two terms of the first year are spent in acquiring a knowledge of the elements of the Language, its peculiarities of construction and its idioms. The third term is spent in the translation of Cæsar's *De Bello Gallico.* The second year's work consists of the translation of the first four books of Cæsar, lessons in Prose Composition, and the reading of three of Cicero's Orations. The senior year in Latin includes the study of Cicero's (three orations) and Virgil (six books). In this work the aim is to give the student a thorough grammatical knowledge of the language and the ability to translate the thought into good English. In connection with Virgil, the chief stories of mythology are dwelt upon. Latin Prosody is studied, and the difference between prose and poetical construction carefully noted.

*German.*—The chief aim in the course in German is to make the student so familiar with the language that he will be enabled to read classical literature with some degree of ease. During the first part of the course daily practice in translating English into German is made a special feature of the work. The last part is devoted to the reading of a classical play. Reading at sight is also practiced, and there are regular exercises in conversation.

**Mathematics.**

Under the head of mathematics there are given seven terms' work, one to Practical Arithmetic, three to Algebra, one to Higher Arithmetic, and two to Geometry. The Mathematics is the same in the Classical, Latin-Scientific and Scientific courses. The different branches of mathematical science have a twofold object,—that of disciplining the mind and that of practically applying the principles to the different occupations, arts and sciences.

*Practical Arithmetic*—is found in the first term of the Junior year. To complete this subject in a single term the student is expected to have a good working knowledge at least through the applications of Percentage. This includes a thorough knowledge of the Metric system, and meaning of the arithmetical signs. Special attention is paid to Arithmetical Analysis. A text-book on Mental Arithmetic is used along with the regular text in the subject.

It may be remarked that classes are formed each term to meet the wants of students not ready to enter the course.

*Algebra* is studied as the *science of the equation.* The work in Literal Arithmetic (also usually styled Algebra) precedes the Algebra proper. The student is taught to reason with the literal numbers and thus see reasons for algebraic methods. Fractional exponents are dealt with from the first. Verification of Equations is a special feature of the work. Attention is paid to the Transformations of a Proportion. The subject of Logarithms is given that the pupil may have their benefits early in his course. The student who may have already completed an elementary Algebra has lost no time on entering this ten months' course. Experience has proven that the diligent student will succeed in accomplishing the above course, commencing with the winter term of Junior Year, and ending with the fall term of the Middle Year.

*Higher Arithmetic.*—Those students who have taken Practical Arithmetic and Algebra are eligible to this class. While arithmetical methods are used, a knowledge of Algebra is necessary to facilitate the work. During the term such subjects are treated as Properties of Numbers, including different systems of Notation, Circulating Decimals, Higher Roots, Applications of Roots, Mensuration, Series, Proportion, Higher Percentage with special attention to Building Associations, and Arithmetical Analysis. A knowledge of Logarithms is required to enter, but the subject will be reviewed at the opening of the term. There being but four months, the winter term of the Middle Year, to devote to the work, the student is expected to be well up in Practical Arithmetic.

*Geometry.*—The work in this subject includes both Plane and Solid Geometry, and also an elementary course on the Conic sections. Special attention is paid to Geometrical Drawing. Each member of the class is required to draw, in ink, thirty-six Geometrical problems, and make models of the regular solids. Neatness and accuracy are required in this art. Originality of thought is developed by numerous outside demonstrations, exercises, and practical problems. This seven months' drill will give the student who may never pursue his course further, a good working knowledge of Mensuration. The pupil who expects to pursue the study of Geometry in its higher branches of Trigonometry, Surveying, Navigation, Analytics, etc., has laid the necessary foundation. The course in Geometry is given the fall and winter terms of the Senior Year. The requirements to enter Geometry are : the previous courses in Arithmetic and Algebra and one term's Industrial Drawing.

### Astronomy.

The term's work in Astronomy is identical in each of the three courses. This subject is given the spring term of the Senior Year—the last term of the Preparatory course, that the student may bring into use all his acquired mental power, and obtain a more accurate conception of the plan of the universe. A knowledge of Physics, Drawing, and Solid Geometry, including Spherical Geometry, is required to enter the class. A text-book is used which gives full information on Descriptive Astronomy, and treats the subject

mathematically as far as the knowledge of the student permits. Numerous outside problems are given. Astronomy by observation is given special attention. From each student is required a catalogue, and map of the heavens containing the principal stars.

**Drawing.**

The term's work in Drawing required to enter the Classical and Latin-Scientific courses is identical with the first of the two terms required in the Scientific course. The object of Industrial Drawing is to cultivate accuracy, neatness, taste, form, arrangement, symmetry; also to aid directly the studies of Geometry, Astronomy, Botany, Zoölogy, Physics; and indirectly every other study in the course. In the main Free-hand drawing is insisted upon throughout. While the principles of Drawing are the basis for all work in art, the object is not to make artists, but to give something of industrial training. The geometrical principles upon which all drawing, from simple plane forms, through perspective, to the difficult pieces in light and shade depend, are given due attention.

The first term's work consists of flat copy work, including *all* the plane geometrical figures—both rectilinear and curvilinear; model and object drawing without shade of the regular solids, common objects, etc.; designing with geometric forms, and with conventionalized leaf forms; drawing of easy botanical and insect forms, introducing the simple principles of light and shade.

During the second term there is given: Model and object drawing with light and shade; more difficult work in designing animal and vegetable forms; and as the weather permits out-door sketching of buildings, and familiar objects, offering a wider range to the perspective principles commenced during the first term's work.

Examinations on the definitions of forms, and principles involved are given monthly throughout both terms. The student is expected to make a passing grade on both the examination and the work of execution with the hand.

**Sciences.**

*Physical Geography.*—This interesting branch of study is regular in the spring term of the Junior year in each course. The main object is to present to the student a general outline of Physical Geography, which, by its simplicity and conciseness, shall be suited both to the amount of general information they are expected to possess, as well as the limited time available for this study in the course. As a help to the proper expression of scientific knowledge, the students are frequently required to give written recitations.

*Geology.*—A thorough study is made of physiographic, lithological, dynamical and historical geology. The student is encourged to make himself thoroughly familiar with the neighboring outcroppings, and learn to distinguish and classify by frequent reference to the College cabinet, and to this end he is required to form a cabinet for himself of at least forty-five specimens, each specimen being carefully classified and labeled.

*Botany.*—In the work in Botany the first few weeks are devoted to the study of the general structure of plants and to the gaining of an understanding

of botanical terms. The remainder of the time is devoted to a systematic study of the local phenogamous flora. A classified collection of fifty specimens mounted and sixty analyzed, with written descriptions, is required of each student as a part of the regular work.

*Zoölogy.*—The work in Zoology is largely of a practical nature. Typical forms, both invertebrate and vertebrate, are studied and dissected by each member of the class, and sketches made of the results of the dissections. This work is accompanied by a series of lectures upon the classification of animals. As further practical work, subjects are assigned to the members of the class, and carefully-prepared essays are required embodying their special investigations and original observations.

*Physiology.*—The work in the text-book is supplemented by lectures and demonstrations. The fact is constantly kept in mind that a thorough understanding of the anatomy of each part is the first thing to be gained. Constant use is, therefore, made of the skeleton and the manikin. Physiology and hygiene are then studied, special consideration being given to the latter subject for the benefit of those who intend to teach.

*Chemistry.*—The Chemical Laboratory is supplied with the necessary chemicals and apparatus for a thorough course in general chemistry. Illustrative experiments are performed before the class at each recitation. Thus the student acquires a practical acquaintance with the elements and their compounds by *seeing* and *handling* them. Sufficient work in manipulation is required from each student to make him familiar with the apparatus and to teach him to do experimental work.

*Physics.*—Twenty weeks are given to the study of this branch. The work consists chiefly of recitations from the text-book. The Laboratory is supplied with suitable apparatus, so that all points in the lesson are illustrated by experiments performed before the class. In addition to this a certain amount of experimental work is required from each student.

## History.

In each course of study one term is devoted to *United States History.* The student is given a well-developed outline of our national growth from the earliest explorations to the present. In the administrations, attention is paid to important political events.

There is also found in each course of study a term's work on *Bible History.* Believing that all students should know something of the history of the Bible, this subject is given a place. The work is presented in outline form with references. The Bible itself is the text-book.

In the Classical and Latin-Scientific courses one term is devoted to *Roman History* and two-thirds of a term to *Greek History.* The object is to give the student such a knowledge of these ancient civilizations as is necessary to intelligently study the classics.

In the Scientific course *English History* is studied for two-thirds of a term. The history of our mother country is given, not only to enable the student to

see clearly the past relations of England and the United States, but also to enable him to understand the growth of our language and literature.

*Mediæval and Modern History* is studied the last term of the Scientific course. The view is to gather the chief events and thus ascertain the principles which have governed the social and political development of Europe from barbarous tribes into the present powerful States.

**Civil Government and Political Economy.**

*Civil Government.*—The term's work in this branch is devoted mainly to a study of the Constitution of the United States, after a brief survey of our early Colonial governments, and a comparison of the different forms of government. The Constitution is carefully considered historically, then analyzed in detail; all the important legislation is referred to in discussion on its powers and privileges. This is followed by an outline and discussion of the State constitution. The object is to develop the student's powers of reasoning in governmental affairs, and show his individual responsibility to the State.

*Political Economy.*—This subject is treated as embracing the three branches: Science of Value, Social Economy and National Economy. The student is trained to determine the natural laws which regulate Values, Demand and Supply, Capital and Labor, the principles of Division of Labor, Use of Money, etc. Pupils are led to think for themselves by discussions involving all the issues bearing upon the different topics. One essay on some practical theme is required of each student.

**Psychology.**

The study of Psychology has been introduced into the middle year of the Latin-Scientific and Scientific Courses. A complete outline of the subject of mental philosophy is presented, embracing the intellect, the sensibilities, and the will. The instruction is eminently practical in its character, and it is thought the course will well prepare those intending to teach for a scientific study of pedagogics. For this reason the treatment of the *intellect* is particulary full as the teacher's work has to do mainly with the cultivation of this faculty. One essay, applying principles previously mastered, is required of each student.

## SEMINARY.

**Ancient and Modern Languages.**

*Greek.*—Greek is a required study in the Freshman and Sophomore years of the Classical Course. During the Freshman year the following works are read—the Orations of Lysias, as forming a model of pure Attic; Herodotus, selections from the earlier books and a connected portion of the seventh, as illustrating the new Ionic; and three books of the Odyssey, giving an opportunity for the continuation of the Homeric studies begun in the preparatory course. The student is constantly drilled in the important principles of syntax, especially of the moods and tenses. Exercises in the writing of Greek

are required regularly throughout the year. It is presumed that the student is now prepared for rapid reading and in the Sophomore year he is introduced to a wider range of literature. Thucydides, Demosthenes and Sophocles are the authors selected, although these may at any time be varied. A careful study is made of the author's style, and a cursory view is sought of that department of literature which he represents. Frequent talks, illustrative of Greek History and politics, as well as of Greek literature, will be introduced.

*Latin.*—The study of Latin is required throughout the Freshman and Sophomore years of both the Classical and the Latin-Scientific Courses. The Freshman year is devoted entirely to the reading of prose—first one of the minor philosophical works of Cicero, then two books of Livy, and in the third term books X and XII of Quintilian's Institutes. Here special stress is laid on the study of etymology and syntax. Frequent exercises in reading, both at sight and hearing, are introduced. The aim of the instruction throughout is to give the student a practical mastery of the language itself. The first and second terms of the Sophomore year are devoted to the reading of Horace, first the Odes, then selections from the Satires and Epistles, while in the third term portions of the Annals or Histories of Tacitus are read. In connection with the study of Horace, thorough instruction in Latin metres will be afforded. Exercises in the writing of Latin are continued throughout the course.

*French.*—The study of French is begun in the second term of the Latin-Scientific and the Scientific courses. The earlier portion of the course is devoted to a thorough study of forms, especially of the irregular verb, based on Whitney's Grammar. At as early a stage as possible, exercises in translation are introduced. In this connection a careful study is made of the more common idioms. Regular exercises in composition are required. In reading French, selections from contemporaneous writers are employed, in order to familiarize the student with the French of to-day and prepare him for the reading of current literature.

*German.*—The study of German is continued throughout the Freshman year of the Latin-Scientifi and Scientific courses. The work of the Academic Department has, it is presumed, prepared the student for rapid and intelligent reading and he is introduced to Classical German as represented by Gœthe, Schiller and Lessing. During the third term the history of the literature, as based upon an authority in the original German, is studied. Exercises in conversation and in writing German are required as in the Academic course.

*English.*—The study of Anglo-Saxon forms the work of the first term of the Freshman year. It is the aim of this course to familiarize the student with the inflectional forms, and to a limited extent with the vocabulary of the language, so as to prepare the way for a more exact study of the later English. Carpenter's Anglo-Saxon Grammar and Reader is the text-book now in use. During the second term, Sweet's Middle English Primer is used as a guide in the study of the English of the twelfth and thirteenth century. This is followed by a careful study of Chaucer—selections from the Canterbury Tales and one of the minor poems. Much attention is paid to peculiarities of his

language, both in inflection and vocabulary, while from the literary standpoint a close study is made of his sources and the influences by which he was affected. The year's work is concluded by a brief survey of the development of our language and literature from the earliest period to the present day, based on Lounsbury's History of the English Language.

## Mathematics.

The work offered in mathematics is the same in each of the three courses. The double object of giving mental discipline and becoming acquainted with its practical applications, holds here as well as in the Academic course. In this practical age its value can hardly be overestimated when it is remembered that its principles underlie nearly all the great works and enterprises of modern civilization. Though most of the subjects offered are usually classed under Pure Mathematics, they are not restricted to this, the idea of their practical application being given due prominence

*Trigonometry.*—The term's work includes Plane and Spherical Trigonometry. Practical field work in triangulation, heights, distances, etc., is performed. The results are plotted. Numerous exercises in Mensuration are given.

*University Algebra.*—This branch is given in the winter term in order to give the favorable weather of fall and spring for out-door work in Trigonometry and Surveying. Such subjects are treated as have not been taken up in the Academic Algebra. The theory and solution of Higher Equations is given due attention.

*Surveying and Navigation.*— After a study of the principles and the survey of the public lands, much of the time is employed in actual work with the compass, transit, and level: as measuring irregular fields, dividing land, making plans for grades and drains, running railroad curves, etc. All this is carefully plotted.

*Analytic Geometry.*—One-half of the Sophomore year is spent in considering elements of this branch. The parabola, ellipse, and hyperbola are given the prominent place which they occupy. Some time is spent on the Higher Plane Curves and on the Geometry of three dimensions. Accurate drawing of special curves and of certain problems is required.

*Calculus.*—The elements of the Differential and Integral Calculus are studied during the last half of the year. The Analytic Geometry preceding gives a sufficient knowledge of that branch for this stage of the study. The aim is to enable the student to get somewhat of an insight into the practical workings of this most useful branch. To do this, outside problems are introduced at different steps in the progress of the theory.

*Descriptive Geometry.*—One lesson per week during the Sophomore year is given to this subject. The work presented may be classed under Linear Perspective, and Orthographic Projection. Much of the time is given to actual plan and elevation drawings of the plane and solid geometric forms, and of practical objects.

### General History.

The space of three terms in each course is given for a survey of Ancient, Mediæval, and Modern History. Each of the Academic courses requires three and two-thirds terms of history. It would greatly assist the student at this stage if he could previously have covered all the ground here explored. In addition to the facts of General History, the student is invited into the field of the Philosophy of History, that he may see the causes of events and thus be prepared to take up historical subjects coming later in his course, as History of Civilization, English and American Constitutional History, History of Philosophy, History of Education; also that he may gain a love for historical investigation. In order to accomplish this a text is used that is suited to somewhat matured minds. Students are assigned special topics which require library research.

### Biological Sciences.

*Biology.*—Biology is begun in the Freshman Year of the scientific Course. It consists of lectures accompanied by laboratory work. The student is required to do some work in section cutting and to make himself familiar with the use of the microscope and accessories.

*Zoology.*—Zoology is studied one term in Sophomore year. Considerable attention is given to observation of microscopic forms of animal life. Lectures on comparative Zoology enable the student to obtain a general knowledge of the subject.

*Comparative Physiology.*—A fair knowledge of elementary Physiology is required before the student can begin this study. The work consists of lectures on the functions of the organs of the human body, accompanied by some dissections of the heart and brain of animals. Special attention is given to hygiene and physical culture.

### Chemistry.

Remsen's Introduction to the Study of Chemistry, or an equivalent, is required before the student can elect Chemistry. The course is elective in the Junior and Senior years of the Latin-Scientific and Scientific courses. The new college building affords ample room for chemical laboratories. Our stock of apparatus is receiving additions each year, and is fully adequate to the present necessities of the college. Every encouragement is given to the student to pursue original investigations.

### Physics.

A working knowledge of Calculus is desirable to the student who begins Physics. Four terms are given to Scientific students, three to Classical. Each student is given an opportunity to use the apparatus. Nearly all of our apparatus is new and more will be secured when needed.

# BIBLE DEPARTMENT.

## FIRST YEAR.

FIRST TERM.—

*Biblical Geography.*—(Three hours a week). Sunday-school Normal Work, two hours a week. "Outline Normal Lessons."

*Old Testament History.*—Genesis, Exodus and Numbers.

*Church History.*—Early Period. "Fisher's History of the Christian Church" is used as a text book and supplemented by collateral reading and occasional essays.

SECOND TERM.—

*Old Testament History.*—Pentateuch finished, the Law of Moses, Joshua, Judges and Ruth.

*New Testament History.*—Acts of the Apostles, Romans and Galatians.

*Sunday-school Normal Work.* (1) Studies in Old Testament History. (2) Studies in the Four Gospels. (3) Bible Studies.

## SECOND YEAR.

FIRST TERM.—

*Old Testament History.*—First and Second Samuel, First and Second Kings and Historical View of Psalms.

*Biblical Theology.*—Nature and Definition of God, Trinity in Unity.

*New Testament History.*—First and Second Corinthians, and Hebrews.

SECOND TERM.—

*Old Testament History.*—(Prophecy). Isaiah—Historical view of the Prophetic Book.

*Homiletics.*—Call to Ministry. Expository Preaching. Plans of Sermons.

*Church History.* Reformation.

Persons having grades in English Language, Rhetoric and Elocution, receive diplomas upon completion of the above Course.

The Bible was first used as a text book in Mt. Morris College in 1885. The increased interest in Bible Study has resulted in a regular Bible Course of two years, of nine months each. It is our purpose to furnish at least a thorough English Course in the study of the Bible, and full instructions in Evangelistic and Missionary Work.

In harmony with this purpose an endowment is being raised that instruction in this Course may be given free to all persons of good Christian character who wish to qualify themselves for greater usefulness in the cause of the Master. Our present endowment amounts to only 11,000. $5,000 of this amount is on interest, and the interest is appropriated each year to defray part of the expense. Until sufficient endowment is raised it will be necessary to charge tuition for all who take this Course, except the ministers of the Gospel. We call special attention of the able and benevolent members of our church, to the many persons who are unable to meet the expenses connected with the training for usefulness in the work of the church.

We hope persons disposed to make bequests for the work of the Lord will remember the Bible School at Mt. Morris, Ill.

For revised Course of Study see next page.

# BIBLE DEPARTMENT.

## COURSE OF STUDY.

### FIRST YEAR.

FIRST TERM.

*Bible Geography.*

*Old Testament History.* Genesis, Exodus.

*Church History.* Early Period. "Fisher's History of Christian Church" is used as a text book and supplemented by collateral reading and occasional essays.

SECOND TERM.

*Old Testament History.* Leviticus, Numbers and Deuteronomy.

*Sunday School Normal Work.* (1) "Outline Normal Lessons;" (2) "Studies in Four Gospels;" (3) "Studies in Old Testament History."

*Church History.* Medieval Period.

THIRD TERM.

*Old Testament History.* Joshua, Judges and Ruth.

*Sunday School Normal Work.* "Bible Studies."

*Church History.* Reformation.

### SECOND YEAR.

FIRST TERM.

*Old Testament History.* First and Second Samuel; First and Second Kings.

*New Testament History.* Life of Christ.

*Homiletics.* Call to the Ministry. Expository Preaching. Plans of Sermons.

SECOND TERM.

*Old Testament History.* Prophecy before Captivity. Isaiah and Jeremiah.

*New Testament History.* Life of Christ. Romans.

*Hermeneutics.*

THIRD TERM.

*Old Testament History.* Prophecy (1) During Captivity, Ezekiel, Obadiah and Daniel. (2) After Captivity, Haggai, Zechariah and Malachi.

*New Testament History.* First and Second Corinthians.

*History of Missions.*

☞During the two years' Course some attention will be given to missions and mission work.

☞Those who take the above Course are expected to do some work in the Bible Society which was organized last year.

The next Bible year will open Sept. 13, 1893, and close Saturday, June 9, 1894.

An address, on Bible Work, will be given on Wednesday evening, Sept. 13, 1893. Written examinations are held at the close of each term. The grading is on the scale of 100. Any one whose average standing is below 75 will repeat the study.

Those who cannot remain the entire year, may pursue the work advantageously for one term, or even a few months.

*Libraries.*—The Bible Library and religious literature found in the Cassel Library afford excellent helps to Bible students.

*Sunday-school Workers.*—Persons taking literary work in the College may take Sunday-school Normal work as one study during the seven months, and receive the Sunday-school Normal diploma.

During one month there will be special work for those who cannot attend more than that length of time. Lectures will be given on different subjects of church work, by some of our able brethren.

Full information will be furnished concerning our Bible work upon application. Correspondence solicited. Address: E. S. YOUNG, Principal of Bible Department, Mt. Morris, Ill.

## ELOCUTION AND ORATORY.

*The Aim.*—The first aim is to develop the entire person, body, mind and heart, for the measure of a speaker's power is first and foremost the measure of his manhood. The next is to enable the student to convey his thoughts, feelings and convictions to others.

*The Method.*—"The first work is to teach a man's body to serve his soul." —*Beecher.* The only means of expression is the body and the voice. These, then, must receive careful training that they may be free to express what the soul feels. The *source* of expression is the soul, and the truth to be expressed must be held before the mind till the feelings are aroused. No one can teach the soul *how* to express. It is taught of God. The work of the teacher is to awaken the soul to see and feel, and to make the body free.

*Physical Culture.*—The most gratifying results have been obtained by the careful practice of the Emersion Physical Exercise. Hundreds have been improved in general health, and many cured of dyspepsia, nervousness and insomnia. These exercises are of special advantage to students, giving not only health but grace, and rendering the entire muscular system responsive to thought, feeling and purpose.

*Voice Culture.*—Says an eminent divine: "I believe that every man should train his voice and body under some system of Elocution. First, for the health it affords. Second, for its educating effects. Third, for the advantage it gives a man over others for usefulness." What accomplishment is more delightful or helpful than a sweet, expressive voice? This is within reach of every per-

son, and the careful daily practice of the exercises given will accomplish this in every case.

*Articulation.*—Frequent exercise is given to secure freedom of the articulating organs. For beauty of speech the mental process is employed, making this part of the work of great interest. For all impediments of speech the discoveries of Prof. Alexander Graham Bell in Vocal Physiology are used.

*Rendering.*—The system of rendering is based upon psychological principles. No mechanics are used except in cases of special difficulty. The student is taught to think and to feel while on his feet before an audience and to express his own individuality. This gives a natural style. It also cultivates and refines the literary taste and strengthens the imagination.

*Bible Reading.*—Those who attempt to render this greatest of all Literature must render it "in spirit and in truth." This is the key-note of instruction upon this subject.

## COURSE OF INSTRUCTION.

### First Year.

FALL TERM.—Physical Culture, Drill and Explanations; Voice Culture, Drill and Explanations; Articulation, Elementary Gesture, Animation, and Abandonment in Rendering and Recitations; English Grammar.

WINTER TERM.—Physical Culture, Voice Culture, Imagination and Personality in Rendering, Relation of Values and Taste, Recitation and Declamation with Individual Criticism; English Grammar; American History.

SPRING TERM.—Physical Culture, with special reference to Unity; Voice Culture, Responsive Work in Gesture begun; Progressive Steps in Rendering, Sight Reading, English History.

### Second Year.

FALL TERM.—Physical Culture, Voice Culture, Advanced Rendering, Responsive Gesture, Rendering of Shakespeare, Merchant of Venice, Recitations.

WINTER TERM.—Physical Culture, Voice Culture, Advanced Rendering, Responsive Gesture, Dramatic Attitude, Rendering of Shakespeare—Julius Cæsar, Recitations, Rhetoric.

SPRING TERM.—Physical Culture, Voice Culture, Advanced Rendering, Rendering of Shakespeare, Hamlet; Responsive Gesture, Translation of Gesture at sight; Bible and Hymn Reading, English Literature.

Those who satisfactorily complete this Course will be granted a diploma.

### Expenses.

The first and second terms are free to students in the Literary and Bible departments of the College. For special work on the first and second terms, or for the work of the remainder of the Course, classes of not less than six nor more than twelve will be formed at the following rates: Fall or Spring Terms, one hour each day, per student, $7.50. Winter Term, one hour each day, per student, $10.00. These classes are limited in number so as to secure to each student an opportunity to recite daily.

# MUSIC DEPARTMENT.

The study and uniform growth of this department is gratifying to the Management, and no pains will be spared to make the rate of progress in the future greater than that of the past. The purpose of the department is to give the student a good foundation for a practical musical education, with special aim to enable him to impart his knowledge to others. Two classes in

**Vocal Music**

recite daily. One for beginners, the other for those who have had previous training in the rudiments and practice of singing. In the first class is taught a thorough knowledge of the signs and characters used in written music, with the practice of scales, exercises, and easy songs. In both classes are given the formulas for the scales with their practice, transposition, and instructions on breathing and how to use the voice properly. These classes are free to all regular students. Examinations are held at the close of each school month, and students graded according to the progress made.

**Instrumental.**

As in every other branch of science or art, there are certain fundamental laws to be understood and certain points of technic to be mastered before one is able to comprehend or appreciate the subject, so in music, both a science and an art, technique and theory should and do occupy a prominent share of the true student's time and thought.

Special attention is given to the development of the following points.

1. A thorough knowledge of the scales and how to play them.
2. A correct touch and position at the instrument.
3. Accuracy in reading—taking in accent and phrasing.
4. A proper use of the pedal.

A careful selection of studies, exercises and pieces from good authors is made.

**Tuition.**

| | |
|---|---|
| Private lessons, per term (24 lessons) | $12 00 |
| Lessons on piano or organ per term (24 lessons) | 10 00 |
| Organ rent, one period daily, per month | 40 |
| Piano rent, one period daily, per month | 50 |

# COMMERCIAL COURSE.

Our aims are, to impart that knowledge upon which every ambitious youth must build to command success; to fully qualify him for his vocation; and at the same time to develop his faculties so that he may change his calling, if desirable. Many young men and women are compelled by circumstances to prepare for life in a rapid and effective way. To accomplish this the best of all methods, object lessons from business life, is used. "To see is to know, but to do is to make ours forever."

## BRANCHES REQUIRED.

Book-keeping, Commercial and Mental Arithmetic, Rapid Calculation, Commercial Law, Grammar, Orthography, Letter Writing, Business and Legal Forms, Business Penmanship, and two months' practice in Actual Business and Office Department.

In addition to the branches required pupils are advised to study, as far as time permits, some or all of the following: Elocution, Rhetoric, Political Economy, Civil Government, German, Pen Art.

When any of these are taken, special mention will be made in the certificate accompanying the diploma.

## PREPARATORY DEPARTMENT.

Those who desire to take a complete commercial course, but are not fully qualified to enter the college proper, may study the common English branches. Such students receive special attention in this department, and are prepared, as speedily as possible, to take up the work of the

## THEORETICAL DEPARTMENT.

Here everything that will prove of value to the student when he enters the commercial world is treated in a thorough manner.

*Book-keeping.*—This subject is frequently understood imperfectly by business men and is often taught and practiced simply as an art. But it is a science as well as an art and affords excellent discipline for the mind. It is a very attractive study and occupies a legitimate and important place in the field of knowledge. In its scope all classes of accounts of both Single and Double Entry, and a variety of labor-saving forms adapted to various kinds of business, is included.

*Grammar.*—This includes not only drill in the principles of the Language, but strives to fix those principles in the mind of the pupil so that he unconsciously uses correct language. Special attention is given to the more difficult parts of speech, and to the analysis of the sentence.

*Mental and Commercial Arithmetic* are essential studies in a business course. Under the former, quickness and accuracy are sought after, while under the latter a thorough mastery of the principles of business arithmetic. Special attention is given to rapid methods of addition, short methods of subtraction, multiplication and division, and the shortest and best way of computing interest.

*Commercial Law.*—It is not intended to enter into so exhaustive a treatment of the subject as to make a lawyer of the student, but the aim is to place such safe-guards around his commercial engagements as will enable him to avoid litigation and expensive lawsuits, most of which grow out of ignorance of the easily-mastered principles of law governing business transactions.

*Orthography.*—Besides the regular drill in spelling, the student is taught diacritical marking, phonetic spelling, the use of the dictionary, and the definition of many of the words spelled. The class exercises are both oral and written.

*Business Correspondence and Forms.*—The student is required to give special attention to Letter Writing and Composition, and is made familiar with all the forms of Commercial Paper, such as notes, drafts, receipts, checks, bills, deeds, leases, mortgages, etc.

*Penmanship.*—The best recommendation a man can have in seeking a position is a neat, rapid hand-writing. It not only aids in any calling, but is one of the principal causes of promotion and success. An employer may be a poor writer himself, but not for a moment will he tolerate illegible or careless writing about his office. If he has applications for a vacant position the man who can write the best plain, rapid hand, other things being equal, will always receive the preference. The best style for business is the one that can be used with the greatest ease and rapidity, can be read easily, and has beauty of form. The energies of our teachers in Business Writing are directed to this end.

## BUSINESS PRACTICE DEPARTMENT.

On entering this department the student is provided with ample capital and all necessary stationery, books, blanks, documents, etc., incident to the actual work of a merchant. After completing this initiatory course of business practice, and having his books in proper shape, he is advanced to the

## OFFICE AND BANKING DEPARTMENT.

Here he takes charge of the large set of books and performs all of the duties of the several offices. The first he enters is the **Commercial Exchange.** The purpose of this office is to serve as a medium of exchange between the

pupil and all parties except the other business houses. It performs in a manner the function of a clearing house. He next enters the **Transportation Office.** Here the student acts as station agent, receiving goods for shipment, receipting for transportation charges, delivering goods received, making out way bills, etc. Next he is advanced to the **Commission House,** where he gives his entire attention to receiving and selling goods on commission, rendering account sales, etc., after which he takes charge of the **Real Estate Office.** In this office he rents the necessary accommodation for conducting the business in which he is about to engage, or purchases the required real estate. In the one case he receives a lease, in the other a deed. All the real estate business of the department is transacted through this office. It is of such a nature as to give the student a practical knowledge of the various documents and records of the real estate broker.

The **Merchant's Emporium** represents several wholesale firms which furnish merchandise at wholesale and jobbers' rates. The method of book-keeping in this office reduces the labor of account keeping to a minimum, and, although the method is so very simple, it is entirely adequate to the requirements of a thoroughly legal record. It is very popular among leading wholesale firms. Lastly the student enters one of the **College Banks.** Here exactness and accuracy are the watch-word. These banks illustrate the workings of the National Banks of the United States of to-day. They receive deposits, discount papers, give certificates of deposits, certify checks, make collections, and carry on a regular system of exchange. The work of each day must be brought out promptly, and as accurately as in any bank. Many of our students will never be Commission Merchants or Bankers, and yet, if parents fully appreciated the value, experience and discipline which the several offices afford, they would spare neither time nor money to have their sons complete this course. One of the great advantages afforded the students who attend our school is the fact that book-keeping, as applied to all kinds of business, may be thoroughly and practically learned here. Parents looking for a school should note this. Will it pay to attend a Business College? Hear what master minds think of it and then draw your own conclusions.

"The young man who starts in business at this time will stand but little chance without a business training. The mercantile profession must be studied just the same as medicine or law, and too high praise can not be given to the gentlemen who conduct these training schools."—*John Wanamaker.*

"A trained man will make his life tell. Without training you are left on a sea of luck where thousands go down while one meets with success. Business Colleges furnish their graduates with a better education for practical purposes than Princeton, Harvard or Yale."—*James A. Garfield.*

"Whatever vocation you may choose as your life work, there can be no question but that the first step is to obtain a practical business education This will be available in any calling as a resource, giving strength and confidence to the mind it will come up to aid every day of your life."—*Henry Ward Beecher.*

## GENERAL INFORMATION.

*The Faculty* are teachers of ability and experience, who are permanently located in the school. They give their entire time and thought to the students of our school.

*Positions* are not guaranteed by this school. No honest school can do so, but students who prove themselves worthy in both character and scholarship are practically certain of securing remunerative employment.

*When to Enter.*—While it is desirable to begin at the opening of the Term, students may enter at any time, and pursue their work advantageously. Besides the recitions which are held daily in all the branches, individual instruction is given, enabling the student to overcome the obstacles in his way.

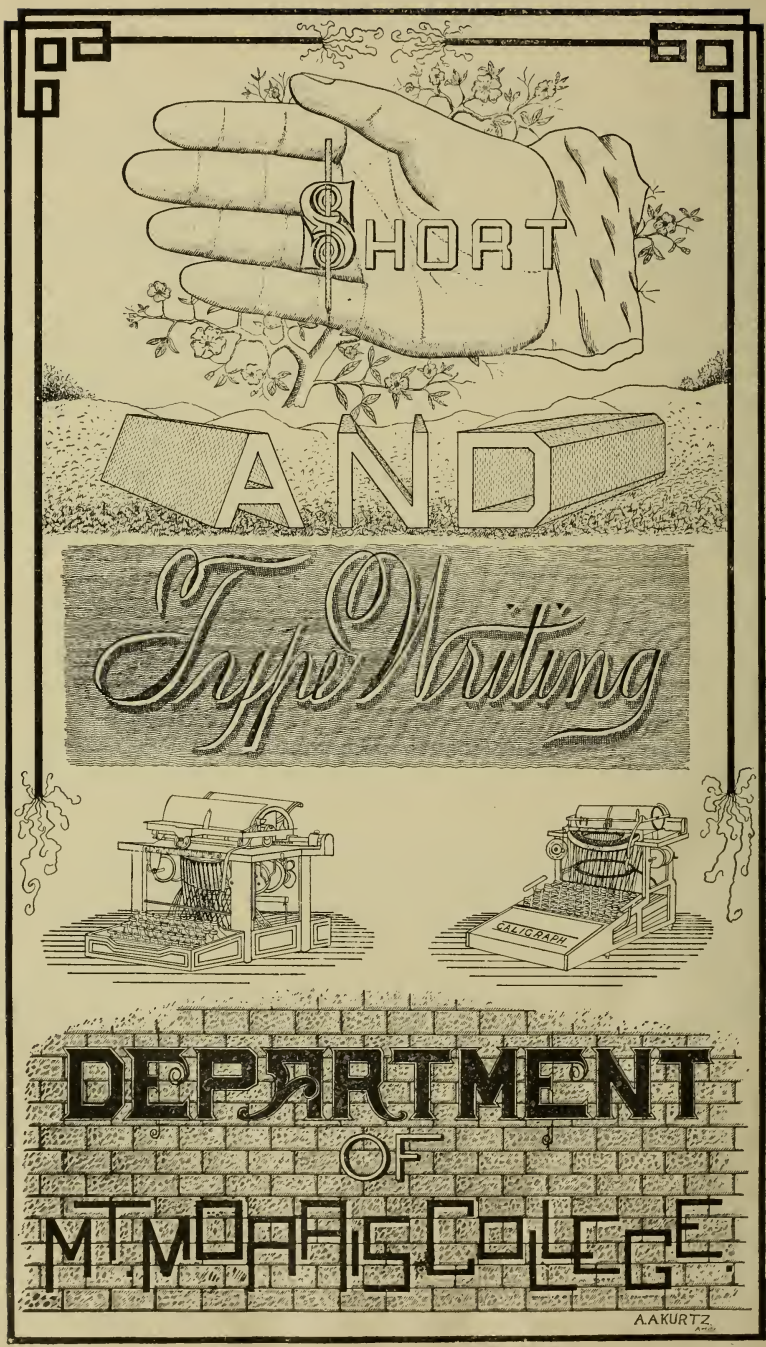
*The Time Required* to complete the course depends largely upon previous experience, and application of the student. Everything valuable requires time for its acquisition. This is especially true in the acquisition of a practical business knowledge. It is to the student's interest to remain until he has mastered the work thoroughly, be the time five months or a year.

*Qualifications for Entering.*—An ordinary common school education is all that is necessary to enter this institution. If a student has not been in school for some time, and is behind in his studies, he will receive, if necessary, personal instruction at his desk, until he is prepared to enter any of the classes without embarrassment.

*Diplomas.*—All students who complete the full course, pass the required examinations, and sustain a good moral character, are awarded a beautifully-engraved diploma.

*Class recitations* and *drills* are held daily in all branches taught. Besides this, individual instruction is given at the student's desk, thus enabling him to overcome the obstacles in his way. This individual instruction is a great aid to many students, and is one of the features of the business department.

*The welfare of students* is carefully studied; the closest attention is given to their wants and progress, and interest in them does not cease with their course of study.


SHORT
AND
Type Writing
CALIGRAPH
DEPARTMENT
OF
MT. MORRIS COLLEGE
A.A.KURTZ

# SHORT-HAND AND TYPE-WRITING.

That the best and most important education is that which enables young people to earn an honorable livelihood, is without question. To do this requires skill in some line of work that the public demands. Of the various lines, it has been clearly proved that a young man or woman can possess no better preparation for success than a thorough knowledge of Short-hand and Type-writing. To prepare young people for this department a course fully meeting the most exacting demands has been laid out. The advantages offered are practical methods, thorough training, progressive systems and efficient preparation.

### Law and General Reporting.

Any young man who is ambitious to rise to distinction and independence in the world, should consider the advantages offered by Law and General Reporting. It is true it demands a high degree of skill, but this can be obtained by diligence, perseverance, and determination. The subject of Law Reporting has received legislative attention in many States, and official Stenographers have been appointed, and will continue to be, as time passes.

A general reporter can utilize his skill in reporting proceedings of conventions, commissions, conferences, speeches, etc. The compensation for this class of service is from $1,500 to $5,000. The reporters of the House of Representatives each receive $5,000 per year.

### Easy to Learn.

Short-hand is as easy to learn as the common branches of study, and can be acquired by any person having a fair idea of the correct pronunciation and spelling of words, no matter how young.

In all the cities and large towns there are numerous short-hand writers, but they who are considered experts are comparatively few. Of these the number that, by reason of their manual skill, alertness of mind, and general information, are equal to the most difficult emergencies of legal and scientific reporting, is still smaller, so that the remark made by Daniel Webster, in regard to the chances in the profession of law, will apply with equal force in the profession of reporting: "There is plenty of room at the top." And for any one to hesitate in taking up the study of Short-hand because he may not become an expert would be about as unwise as for a person to be afraid to begin the study of medicine because he fears he may not become the highest authority in the profession.

Further, the demand for those who are willing and desire to do amanuensis work is still larger. *Never* before in the history of Short-hand has the pen of the stenographer been appreciated as it is now. Its advantages are becoming so manifest that in many business houses they would as soon do without their telegraph or telephone as without their stenographer. The short-hand writer with his 150 words per minute and his 40 to 50 words per minute on the type-writer, can get through with such a mass of correspondence in a single day, that the business man who becomes accustomed to such rapid methods in business is never again going back to the old slow way.

It is the verdict of many wise and experienced persons that an education that does not embrace a knowledge of Short-hand must be regarded as incomplete. Hear what some have to say.

### Importance of Short-hand.

Hon. Leonard Sweet, of Chicago, in a speech recently, said: "A boy applied to me for a position; he was bright, sharp, and fresh from school. I asked him, 'What can you do?' He answered, 'I can read Homer, translate Horace and scan Vergil, and I am versed in Geometry, Chemistry, etc.' I said, 'Can you write short-hand for me?' He replied, 'I never thought of learning short-hand and type-writing.' I was compelled to tell him he could not help us. I regard short-hand as one of the principal sciences, not only for learning, but as a drill for the mind, equaling, if not surpassing, the classics."

Professor Jaspar Spar says: "I may be thought extravagant, but we are confident of speaking the truth when we say, we would not give up our knowledge of short-hand for $500 increase to our income."

### Type-writing.

This department is conducted as a department separate from that of Short-hand, and is in charge of a thorough and experienced instructor, who has devoted much time and attention to type-writing work.

Each student receives personal instruction upon every point necessary to prepare him for the satisfactory discharge of all type-writing duties. Students receive constant practice in transcribing their short-hand notes on the type-writer, and as the appearance of the work, as it comes from the machine, is a matter of great importance, the pupils are continually drilled in writing business letters, commercial papers, and other documents, and are instructed in the most modern and approved methods of arrangement and form, thus learning to prepare each of the various papers with neatness and taste.

Type-writing is one of the best means of teaching spelling, capitalization, punctuation, and composition. Moreover, so great is the demand now for short-hand writers who can operate the type-writer, that the boy or girl who learns both is possessed of a valuable trade or profession.

Chas. Reade, in his work on "The Coming Man," says, "I advise parents to have their boys and girls taught short-hand and type-writing. A short-

hand writer who can type-write his notes would be safer from poverty than a great Greek scholar."

### Studies Required for a Diploma.

Short-hand (150 words per minute), Correspondence, Type-writing, Penmanship, Composition and Orthography.

### Course.

FIRST TERM.—Phonography, Type-writing and Penmanship.

SECOND TERM.—Phonography, Type-writing, Letter Writing, Orthography and Grammar.

THIRD TERM.—Phonography, Composition, and Type-writing.

### Expenses.

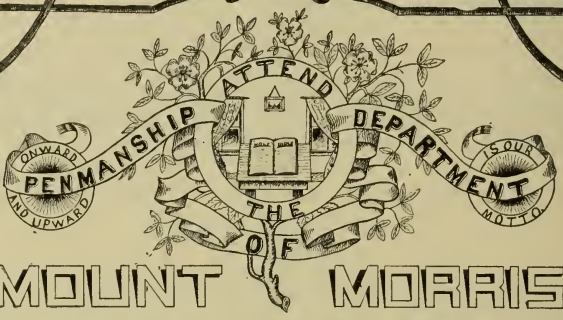
The following admits to Short-hand Department only:

Tuition, Fall or Spring Term, ..... $15 00
Tuition, Winter Term, ..... $20 00
Books and Stationery, for course, ..... from $6 00 to $8 00
Diploma Fee, ..... $1 00

For Board, Room Rent, Fuel, Light, Washing, Library and Reading Room fee, see page 38.

### General Information.

Both Remington and Caligraph Type-writers are used.
Pupils may enter at any time, although the beginning of a term is best.
Individual instruction is given.
Time required depends largely upon the aptness of the student.




# MOUNT MORRIS COLLEGE,

## MT. MORRIS, ILL.

FOR

## THOROUGH AND PRACTICAL INSTRUCTION IN

## *Penmanship*

## AND ART.

By Kurtz.

# PENMANSHIP AND ART DEPARTMENT.

"One drop of ink may make a million think."

The managers have spared neither pains nor means to make the accommodations of this department such as will enable the student to do first-class work.

*The Instruction* is thorough, practical and common sense, and the methods used are those best suited to the wants of the student, taking into consideration his age, natural inclination, previous preparation, etc. Individual instruction is given when needed.

*Blackboard Work* is an indispensable part of the successful teacher of Penmanship. It is used freely in the analysis of the letters, and for practice exercises.

*Lectures.*—Frequent lectures are given on "How to Teach Writing in Public Schools," "How to Organize and Teach Evening Classes," "How to Teach Penmanship in Business Colleges," and "How to Teach the 'Beautiful Art' in Normal Schools," etc.

### The Course.

The course is comprehensive as well as thorough, and has been carefully arranged to meet the demands of those who desire to qualify themselves in the shortest time and at the least expense, to fill the various positions in the calligraphic art.

*Business Writing.*—A good handwriting without a shade or flourish is recognized in the commercial world to be an accomplishment of untold value. There are few attainments that form such an important part of the daily vocation of every business man as a good, plain, rapid handwriting.

*Artistic Writing.*— Under the head of Artistic Writing are recognized Card Writing, Backhand, Copperplate (imitation), Shaded Base, and Combinations. Such movements are employed as are best suited to obtain the required results.

### Engrossing.

A penman who can engross handsomely is in possession of a very pleasant and profitable branch of Pen Art. It is very essential in filling Marriage Certificates, Diplomas, Family Records, and in writing Resolutions, Testimonials, Invitations, etc.

We teach Round Hand, Rustic Lettering, German Text, Old Roman, Sylvan Text, Old English, etc.

### Flourishing.

Observation has established three necessary requisites in Flourishing: Grace, Harmony, and Artistic Beauty. From the pen's point may flow curves as graceful as the rainbow, hair lines as fine as the finest, and shades as beautiful as truth.

Beautiful Flourishing is to the eye what good language or good music is to the ear. We instruct in numerous designs from a quill to the king of beasts; but from an ornamental rather than a practical stand-point.

### Drawing.

Learning to Draw is learning to see. No education is complete without a knowledge of Drawing.

In Architecture and Designing it is very necessary that a person has a thorough understanding of this Art. In almost every profession, from the lowest rank to the highest, Drawing can be used advantageously.

*Pen Drawing* is becoming very prominent in preparing illustrations for Newspapers, Catalogues, Magazines, etc.

A Pen Picture, simple as it may be, occupies a high rank among the works of Art.

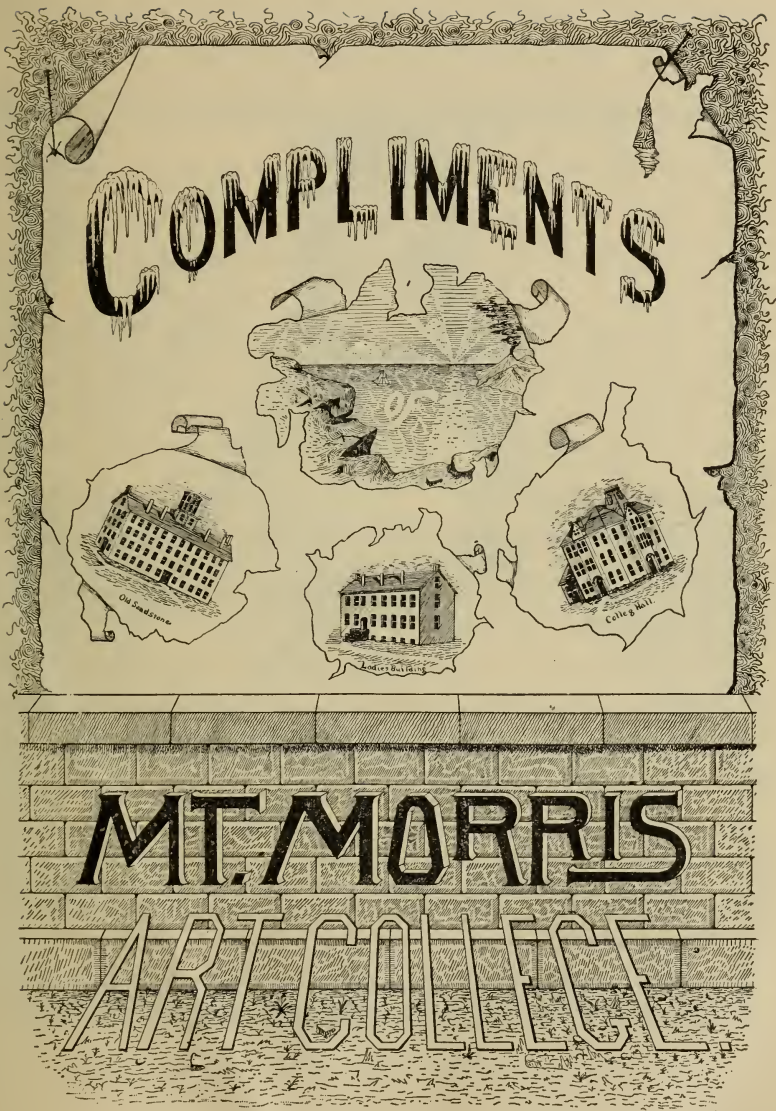
*Portraiture.*—Parties desiring to reach the top round in Pen Art must command the pen with such a degree of skill that from its point may issue perfect likenesses.

*Designing* is an art in which very few are skilled; and yet it is one of the most essential attainments of the Artist. Man is not a mere imitator, but he plans, creates, and designs to suit his individuality.

### Crayon Portraiture.

Past experience in this branch of Art warrants future success. Those wishing to learn the Art of Crayon Portraiture will find that we have the facilities which give the best results in the shortest time and at the least expense.

We teach Pencil and India Ink Drawing, Sketching from Nature, etc.


COMPLIMENTS
Old Sandstone
College Hall
MT. MORRIS
ART COLLEGE
J. W. Hocker, Student. 5-4-32

### Why Take a Course of Lessons in Penmanship.

1. Because penmanship is an art used every day and by all classes of people.

2. Because writing is an indispensable element of a proper education.

3. Because the pen is the medium through which the purest and richest thoughts of civilized nations are made visible.

4. Because writing is the "mouth-piece of every profession, trade or calling."

5. Because there are thousands of school-teachers who do not understand the theory of teaching penmanship, and whose poor writing is a disgrace to their calling.

6. Because there are thousands of young persons who seek positions as Book-keepers, Copyists, Correspondents, Bill Clerks, etc., who are rejected because of their poor penmanship.

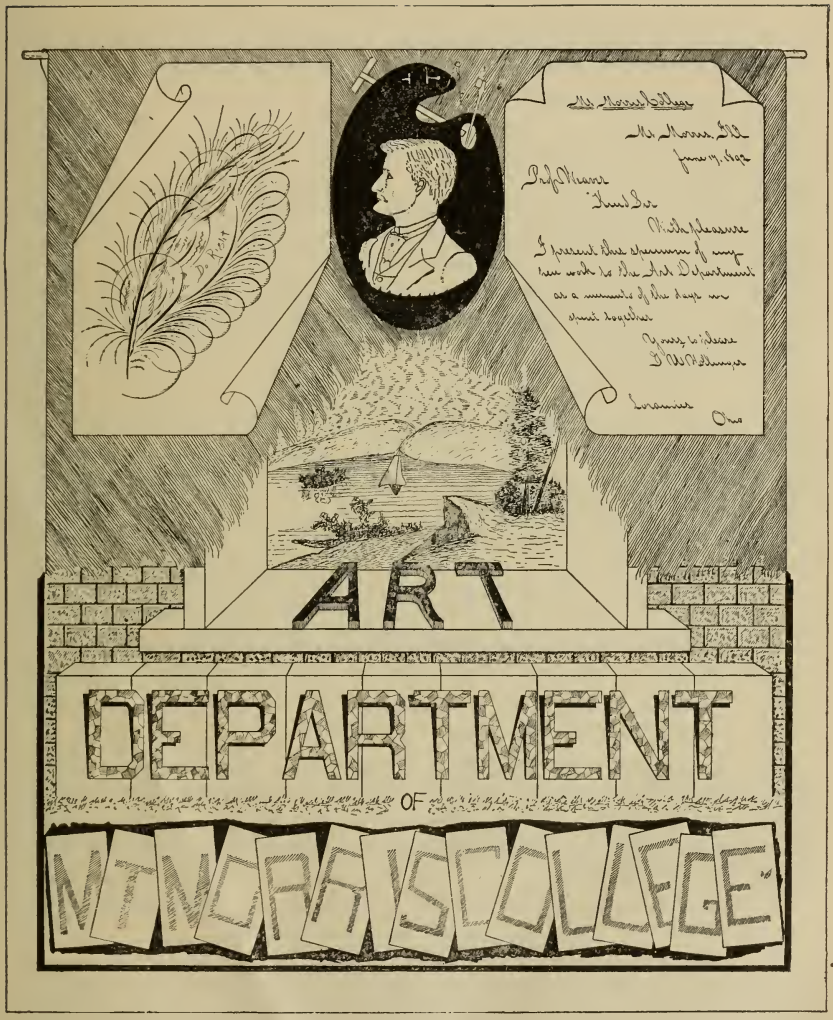
7. Because school authorities are awakening to the fact that penmanship has been very much neglected in schools generally, and many are employing special teachers. This gives employment to equipped and accomplished teachers.

8. Because a good knowledge of penmanship is often the stepping-stone to success. Thousands of energetic people are making good salaries by means of the pen. Boys and girls who are accomplished penmen are earning salaries of men by filling positions where good writing is an object.

### Tuition.

| | |
|---|---|
| One month, | $10 00 |
| Three months, | 25 00 |
| Six months, | 45 00 |
| Per year (33 weeks), | 65 00 |

The above tuition admits the student to the several branches of study in the Art Department, but does not include the materials used in the course. These may be purchased at the College Book-store at greatly reduced prices. For Board, Room Rent, Fuel, Light, Washing, and Library and Reading Room Fee, see page 38.


ART
DEPARTMENT
OF
NTNCRAYSCOLLEGE

# EXPENSES.

(Tuition herein given is for Seminary, Academic, and Commercial Departments only. The Special Tuitions are given under Special Departments.)

| | |
|---|---|
| Tuition, Fall Term (11 weeks), in advance, | $10 00 |
| Tuition, Winter Term (15 weeks), in advance, | 14 00 |
| Tuition, Spring Term (12 weeks), in advance, | 11 00 |
| Tuition, Board, Room, Fuel, Fall Term, in advance, | 40 00 |
| Tuition, Board, Room, Fuel, Winter Term, in advance, | 60 00 |
| Tuition, Board, Room, Fuel, Spring Term, in advance, | 43 00 |
| Tuition, Board, Room, Fuel, one Year, in advance, | 130 00 |
| Per week, Board, $2.25; Room, 50 cents; Tuition, $1.00, | 3 75 |
| Per week, Fuel, last four weeks of Fall Term and first four weeks of Spring Term, | 40 |
| Per week, Fuel, Winter Term, | 50 |

NOT INCLUDED IN THE ABOVE.

| | |
|---|---|
| Light and Washing, per term, | from $1 50 to $5 00 |
| Books and Stationery, | from $2 50 to $7 00 |
| Library and Reading Room Fee, | 25 |
| Holiday Vacation Board and Fuel, | 3 00 |

DIPLOMA FEE.—Academic Department, $1; Seminary, $3; College, $5.

Those students not taking full work in the above courses will be charged one-third tuition for one study and two-thirds for two studies.

Special examinations may be held at any time by paying the treasurer seventy-five cents for the questions on the subject and twenty-five cents for every set of papers examined.

All expenses are payable each term in advance. Second-hand text-books can usually be bought at the College Book-store at greatly-reduced prices. Personal expenditures, of course, will vary according to the habits and home training of each student. By strict economy, they may be brought somewhat below the lowest estimate.

Students boarding themselves, or in clubs, can live somewhat cheaper than the above.

In case of sickness the student pays at term or week rates, as the case may be, for the time he has been here, and all the balance will be refunded. No deduction on account of sickness will be made for less than two weeks' absence.

# General Information.

### Grounds and Buildings.

The College grounds, beautifully shaded and ornamented by maple and evergreen trees, are located in the central part of Mt. Morris and contain about six acres. Three buildings are now used for school purposes. South of the centre of the campus standing east and west is the "Old Sandstone," a four-story stone building 120 feet long and 40 feet wide. Hereafter it will be used largely for dormitories for young men and will accommodate about one hundred. The building is provided with fire escapes at each end, thus securing safety to the students. Next to the north is the Ladies' building, the oldest of the three. The first and second floors afford comfortable rooms for about forty-five ladies; the basement is used for dining hall, kitchen, etc. The College Hall erected during '90 and '91, is still farther to the north and faces the east. It is a plain, substantial brick-veneered building with 72 feet front and, including the Chapel, 122 feet long, and cost about $20,000. The main part is three stories above the basement and is arranged for society halls, recitation rooms, library and reading room, and office. The Chapel is at the west end of the first floor. The money for this building was raised largely by donations from Brethren that are deeply interested in the education of their own and other people's children; and as it stands to-day free from any incumbrance it is a monument to the donors, an honor to the institution, and a credit to the church.

### Literary Societies.

Two spacious halls are set apart in the new building for the Philorhetorian and Amphictyon Literary Societies, which meet weekly. Students are encouraged to join one or the other of these associations, as they afford valuable aid in composition, debating, parliamentary rules, etc. These societies, the management of which is entrusted to the students, are under the supervision of the Faculty.

### Library and Reading Room.

The Cassel Library, comprising books for Sabbath reading, for reference, and for general reading, is accessible to all. During the coming year an effort will be made to greatly increase the present collection by adding late publications that will be valuable to the student. The Reading Room is used in connection with the Library. It is supplied with many choice periodicals which treat of the affairs of the day, science, religion, and the home circle

All students are required to pay Library and Reading Room fee on entering school.

### Dress.

Since the true idea of dress has more respect to neatness, comfort and health, than to fashion and display, we solicit the coöperation of parents in maintaining a proper consistency in this respect. Students should be supplied with sufficient but *plain* clothing, and other necessaries. Dress-making should, in all cases, if practicable, be done at home. All extravagance in dress and the wearing of jewelry are considered injurious in every way, and parents are requested to see that their children do not come burdened with these superfluities.

### Special Notice.

Students will save trouble and money, if, upon arrival at Mt. Morris, they will leave their baggage at the depot, and go directly to the President's office, second floor of main building. Make no arrangements with any one for anything before you reach the office. We are known, and you can hold us responsible. If, after you have been to the office, you prefer to look for others, we shall cheerfully direct you to responsible parties.

### Special Features and Requests.

Students may enter at any time. Any one, on leaving, can have his board and tuition refunded by paying short rates for time in attendance, but room-rent is not refunded unless the room is re-rented at time of leaving.

Incorrigible students will be dismissed privately.

Parents are earnestly requested to have their children keep a strict account of their expenditures and forward it to them at stated periods.

Every article which will pass into the laundry should be marked with the full name.

Students should bring—(*a*) a Bible,—(*b*) their school books for reference, if not used in the course,—(*c*) a pair of blankets and towels,—(*d*) a knife, fork and spoon for use in case of sickness,—(*e*) if members of the church of the Brethren, bring a letter of membership.

Students should *not* bring—(*a*) revolvers, or other weapons, as there is neither use nor room for them here,—(*b*) cards, dice, etc., the use of which is positively forbidden,—(*c*) the violin and kindred instruments, which, on account of their influences, can not be used in the building.

Things Prohibited.—(*a*)—Visiting immoral places; (*b*)—the use of tobacco; (*c*)—the use of intoxicants; (*d*)—profane or obscene language; (*e*)—visiting during study hours; (*f*)—gentlemen visiting ladies' hall, or ladies visiting gentlemen's hall; (*g*)—noisy, disorderly, or unseemly conduct of any description; (*h*)—wearing of jewelry.

### Reports.

A record of each recitation is kept. This, together with the two examinations per term, determines the standing of the student. Whenever desired, the reports of mid-term and final examinations are sent to the parents or guardians.

### Rooms and Boarding.

The rooms are furnished with carpet, bedstead, pillows, pillow-slips, sheets, comforter, table, chairs, wash-stand, wash-bowl and pitcher, mirror, bucket, etc. Each student should bring a comforter and a pair of blankets. The Dining Hall board is preferred by many of our pupils because of its nutritious and healthful simplicity, as compared with a more luxurious diet. In all cases where money has been paid in advance and the board is not satisfactory, we refund the money for time not used. Persons who receive students into their homes will be held responsible by the Faculty for a wise and watchful care of such students, and are expected to report to the Faculty whatever irregularities come under their notice.

### Deportment.

On entering, a student shall receive a copy of the Rules and Regulations, instructing him in the customs of the institution, and, by his enrollment and attendance, he accepts them as his rules of conduct. An unexcused absence from class incurs a demerit of one from deportment. The first unexcused absence from church, two demerits, the second, four, doubling the penalty at each succeeding failure.

Students must not expect diplomas based on scholarship alone; they are liable to rejection on the score of character. Students are put on their honor to obey the regulations of this school.

It is expected that ladies and gentlemen will treat each other with politeness and courteous civilities; but whenever they transcend the proprieties of refined society, they are liable to dismissal.

### Location and Access.

Mount Morris is a quiet town, about one hundred miles west of Chicago. Students coming from the east, on their arrival at Chicago, will take the Chicago & Iowa R. R. to Mt. Morris. Those coming over the Illinois Central or the Chicago, Milwaukee & St. Paul, change cars at Forreston for Mt. Morris.

### Health.

It is a noteworthy fact that invalids who come here, almost without exception, improve in health and spirits. There are reasons for this; among which the following may be named: There are no ponds of stagnant water; no swamps of any kind within many miles of Mt. Morris. Hence, no fever and ague; no malarial diseases, unless they are imported, and then they are eradicated by the influences of the invigorating atmosphere of this elevated district of country.

### A Golden Opportunity.

We call special attention to the provisions made for young people of twenty years and older, some over thirty years old, who, from various causes, failed to attend public schools, and now realize the need of practical education. Beginning classes are formed for their benefit at the opening of each term. Many of this class of young people have attended our school. We have room for all. The beginning classes receive the same attention the more advanced do. *None are too old to learn.* All that is needed is *a will to work*, and all who so work will be surprised to know how much may be learned even in a few terms.

### Why Go to Mount Morris College?

Because (*a*)—the school is live, wide-awake and thorough; (*b*)—it is a quiet country town, without saloons, billiard halls or theatres; (*c*)—it is free from the temptations that surround schools located in cities and large towns; (*d*)—timid and backward students receive the most careful attention; (*e*)—acquaintances are formed with young people from the best families in the land; (*f*)—the rich and poor are equally welcome; (*g*)—young people in limited circumstances receive financial aid; (*h*)—Vocal Music and Sunday-school Normal Work without extra charge; (*i*)—the student's moral and religious character is carefully guarded; (*j*)—the courses of study compare favorably with the best; (*k*)—the sick have the personal care of the President and Business Manager; (*l*)—plain dressing and plain living promote health and save money to assist the poor.

### Religious.

One of the most prominent features of our school is the effort to impress upon its students the claims and benefits of an exalted morality and a vital religion. Each student takes part in a lesson in Scripture reading on each regular school day. Saturday and Sunday mornings are designated as "Students Mornings," because on these mornings the services are conducted entirely by the students. Besides our regular weekly preaching services, we have a well-organized Sunday-school and wide-awake Prayer-meeting.

For further information concerning our religious work, see our circular on religious work. Catalogues and other information sent free by addressing:

**Mount Morris College,**
**Mt. Morris. Ill**

# TEXT-BOOKS IN USE.

### ENGLISH.

Orthography, ..... McGuffey.
Elocution, ..... C. W. Emerson.
Letter Writing, ..... Musselman.
Composition, ..... Swinton.
Grammar, ..... Whitney & Lockwood.
Language, ..... A. H. Welsh.
Rhetoric, Academic, ..... Kellogg.
Rhetoric, College, ..... Genung.
English Literature, ..... Kellogg.
Anglo-Saxon, ..... Carpenter.
Middle English, ..... Zupitza.
Chaucer, ..... Morris.
Hist. of Eng. Language, ..... Reed & Kellogg.

### LATIN.

Grammar, ..... Allen & Greenough.
Beginner's Book, Collar and Daniells.
Cæsar, ..... Allen & Greenough.
Cicero (Orations), Allen & Greenough.
Lessons in Prose, ..... Jones.
Livy, Books 21 and 22, ..... Lord.
Horace, ..... McClean.
Vergil, ..... Frieze.
Juvenal, ..... Lindsay.
Roman Antiquities, ..... Wilkins.
Roman Literature, ..... Wilkins.

### GREEK.

Grammar, ..... Hadley-Allen.
Exercises and Anabasis, ..... Boise.
Iliad, ..... Seymour.
Lysias, ..... Whiton.
Herodotus, ..... Keep.
Prose Composition, ..... Jones.
Odyssey, ..... Merry.
Thucydides, ..... Morris.
Demosthenes, "De Corona," D'Ooge.
Sophocles, "Œdipus Tyrannus" ..... White.
Greek Literature, ..... Jebb.
Old Greek Life, ..... Mahaffy.

### GERMAN.

Grammar, ..... Joynes-Meissner.
Novelletten Bibliothek I, .. Bernhardt.
German Composition, ..... Harris.
Schiller's Maria Stuart, ... Macmillan.
Schiller's Jungfrau von Orleans, ..... Cotta.
Schiller's Wallenstein, ..... Cotta.
Goethe's Iphigenie auf Tauris ..... Buchheim.
Homo sum, ..... Georg Ebers.
Gerok's Palmblätter, ..... Kohler.
Lessing's Nathan der Weise, ... Cotta.

### FRENCH.

First Freneh Course, ..... Chardinal.
Reader, ..... Knapp.
Plays, ..... Brocher.

### MATHEMATICS.

Arithmetic, Mental, ..... Brooks.
Arithmetic, Practical, ..... Sadler.
Arithmetic, Higher, ..... Brooks.
Arithmetic, Commercial, ..... Sadler.
Algebra, ..... Olney.
Geometry, ..... Wentworth.
University Algebra, ..... Wells.
Trigonometry, Surveying and Navigation, ..... Wills.
Analytic Geometry, ..... Wentworth.
Calculus, ..... Olney.

### SCIENCE.

Physical Geography, ..... Guyot.
Physiology, ..... J. C. Cutter.
Physics, ..... Gage.
Botany, ..... Gray.
Chemistry, ..... Remsen.
Geology, ..... Winchell.
Zoology, ..... Colton.
Structural Botany, ..... Bessey.
Mineralogy, ..... Dana.
Mechanics, ..... Dana.
Zoology (College), ..... Packard.
Biology, ..... Parker.

### HISTORY.

United States, ..... Montgomery.
English, ..... Montgomery.
General, ..... Myers.
Greek, ..... Smith.
Modern, ..... Barnes.

### UNCLASSIFIED.

Geography, ..... Barnes.
Political Economy, ..... Gregory.
Civil Government, ..... Thorpe.
Astronomy, ..... Young.
Psychology, ..... Brooks.
Pedagogy, ..... Hewett.

# OMISSIONS AND CORRECTIONS.

## TWO YEARS' COMMERCIAL COURSE.

This should be distinguished from the regular course which may be completed in from seven to ten months. The object is to meet the wants of those who desire a more extended course, and who are preparing to teach the commercial branches; also, to meet the growing demand for young men and women who have a more extended knowledge than that obtained at most of the business schools. Students completing this course will be given a diploma indicating the work done.

### FIRST YEAR.

| First Term. | Second Term. | Third Term. |
|---|---|---|
| English Grammar, | English Language, | United States History, |
| Mental Arithmetic, | Commerc'l Arithmetic, | Commerc'l Arithmetic, |
| Orthography, | Drawing, | Commercial Law, |
| Letter Writing, | Business & Leg. Forms | *Typewriting. |
| Penmanship. | Business Penmanship. | |

### SECOND YEAR.

| | | |
|---|---|---|
| Elocution, | Actual Business, | Bookkeeping, |
| Rhetoric, | Physiology, | Political Economy, |
| Bookkeeping, | Civil Government. | Moral Philosophy. |
| Rapid Calculation. | | |

SPEAKERS AT COMMENCEMENT.—All graduates of the Academic Department are required to write final orations, but only six will be permitted to speak on Commencement. Three of these will be determined on the basis of scholarship and three by public oratorial contest.

RECEIVING CREDIT FROM OTHER SCHOOLS.—Credit is given for work done in other creditable institutions, not on the basis of time for time, but work for work.

ENTRANCE EXAMINATIONS.—An examination will be required of all students wishing to take advanced standing in any course, and no fee will be charged if examination is taken upon entering.

CORRECTIONS.—In the requirements for the Teachers', Classical and Latin-Scientific courses, instead of *one term drawing* read first term drawing. In spring term of Classical, Latin-Scientific, and Scientific Courses, Seminary Department, Rhetoric is placed instead of History of English Language.

In the First Year of the Elocution Course, Winter Term, English Grammar should be English Language. In the Second Year, Rhetoric should be in the Fall Term and First Term English Literature placed in the Winter Term In the One Year's Commercial Course, English Composition is required for graduation.

*Tuition extra at regular typewriting rates.

# Seminary Department.

## Sophomore Year.

Canode, Mary Eliza, Sc., . . . Mt. Morris, Ill.
Peifer, Mary Elizabeth Deppen, C., . . . . . Hudson, Iowa.
Stoner, Salome Ann, C., . . . . Ladoga, Ind.

## Freshman Year.

Baker, Naaman Rimmon, C., . . Jagger, Ohio.
Clear, John Daniel, C., . . . . . Jewell, Ohio.
Flory, Jacob Samuel, C., . . . Broadway, Va.
Goshorn, Ezra Nicholas, L. S., . . . . . Hausertown, Ind.
Harnly, John Horner, C., . . . . Auburn, Ill.
Hendrickson, Ira R., L. S., West Milton, Ohio.
Replogle, Nancy Louella, C., Farragut, Iowa.
Royer, Lillie, S., . . . . . Mt. Morris, Ill.
Yundt, Emery Roscoe, L. S., . " "

# Academic Department.

## Senior Year.

CLASSICAL.

Barwick, Henry Milton, . . . . Eaton, Ohio.
Brubaker, Nicholas J., . . . . . Girard, Ill.
Forney, Daniel L., . . . . . Pine Creek, Ill.
Harnly, Joseph W., . . . . . Auburn, Ill.
Sherrick, Marvin Manam, . . . Ithaca, Mich.

LATIN-SCIENTIFIC.

Garber, Elsbie, . . . North Manchester, Ind.
Hendrickson, Ira R., . . . West Milton, Ohio.
King, Minerva Alice, North Manchester, Ind.
Miller, Bertha Inez, . North Manchester, Ind.

SCIENTIFIC.

Culler, David D., . . . . . Hausertown, Ind.
Emmert, Michael Wolf, . . . . . Adel, Iowa.
Garber, Samuel Carson, . . . Timberville, Va.
Miller, Norman J., . . . . . Waterloo, Iowa.
Tannreuther, George Washington, . . . . . Brandt, Ohio.

TEACHERS'.

Pollock, Llewellyn Alvin, . . . . Hudson, Ill.
Taylor, Lydia, . . . . . Whitesville, Mo.

## Middle Year.

CLASSICAL.

Clear, Zadok, . . . . . Jewell, Ohio.
Leckrone, Charles, . North Manchester, Ind.
Spickler, Henry Martin, . . . . . Polo, Ill.
Thomas, John Wilson, . . . . Mt. Morris, Ill.

LATIN-SCIENTIFIC.

Eckerle, Charles Elsworth, . . Mt. Morris, Ill.
Furrey, George Washington, . . Gering, Nebr.
Hoover, Solomon Miller, . . . Webster, Ohio.
Myers, Oscar Reiff, . . . . . Lewistown, Pa.
Royer, Josephine, . . . . . Mt. Morris, Ill.
Stine, Arthur Myers, . . . . . Adel, Iowa.

SCIENTIFIC.

Blocher, Jonah, . . . . . Warrensburgh, Mo.
Buck, Mida, . . . . . Mt. Morris, Ill.

Cox, John Matthew, . . . . Mt. Jackson, Va.
Cripe, Isaac, . . . . . Pyrmont, Ind.
Dilling, George Snowberger, Monticello, Ind.
Early, William Isaac, . Sumption Prairie, Ind.
Grater, Lizzie, . . . . . Malvern, Ill.
Garber, Mary, . . . . North Manchester, Ind.
Hershey, Minnie, . . . . . Mt. Morris, Ill.
Miller, Anna May, . . . . . Dayton, Ohio.
Shaw, Oliver Leslie, . . . . . Mt. Morris, Ill.
Stover, John Mohler, . . . . . Bradford, Ohio.
Shull, Anna Marie, . . . . . Virden, Ill.

# Junior Year and Unclassified.

Abrams, Josie, . . . . . Chicago, Ill.
Adams, Estella, . . . . . Dupont, Ohio.
Baker, Fred Allen, . . . . . Mt. Morris, Ill.
Bales, Addie, . . . . . Ollie, Iowa.
Bauman, Jennie, . . . . . Carleton, Nebr.
Beechly, Clara, . . . . . Waterloo, Iowa.
Beeghly, Tully Cicero, . . State Centre, Iowa.
Berkey, Edward J., . . . . . Middlebury, Ind.
Berkey, George C., . . . . . Goshen, Ind.
Betebenner, Dale, . . . . . Mt. Morris, Ill.
Binkley, Pearl, . . . . . Polo, Ill.
Blocher, Daniel J., . . . . . Yellow Creek, Ill.
Blocher, Mrs. Lizzie, . . . . . Leeton, Mo.
Blocher, Michael, . . . . . Leeton, Mo.
Bolinger, Oscar John, . . . . . Severy, Kans.
Bonewitz, Michael, . . . . . Asherville, Ind.
Bowman, William Frank, . . . . . Lebanon Church, Va.
Bricker, Melvin G., . . . . . Primrose, Ohio.
Brown, Mollie Rebecca, . . . . . Boyd, Ohio.
Brown, Rettie, . . . . . Whitewater, Ind.
Brubaker, Clinton John, . . . Mt. Morris, Ill.
Brubaker, Hattie, . . . . . " "
Brubaker, Jacob Ira, . . . . . " "
Buck, Minnie, . . . . . " "
Buser, Floy, . . . . . " "
Bucher, Ida, . . . . . Astoria, Ill.
Bucher, Lydia, . . . . . Astoria, Ill.
Calvert, Cora, . . . . . May Hill, Ohio.
Carpenter, Jesse Bryant, . . . Baileyville, Ill.
Carpenter, Loche H., . . . . . Baileyville, Ill.
Carpenter, Maud, . . . . . Baileyville, Ill.
Carr, Charles Augustus, . . . Mt. Morris, Ill.
Cassel, Jacob Amos, . . . . . Polo, Ill.
Cheney, Carl L., . . . . . Mt. Morris, Ill.
Clair, Aaron L., . . . . . Lena, Ill.
Clair, Mrs. Lizzie, . . . . . Lena, Ill.
Crouse, Anna, . . . . . Mt. Carroll, Ill.
Deardorff, Anna, . . . . . Dayton, Ohio.
Deardorff, Phebe Matilda, . . Asherville, Ind.
Early, Simon, . . . . . Salem, Oregon.
Eversole, Minerva, . . . . . Maryland, Ill.
Fackler, Orpheus A., . . . . Primrose, Ohio.
Felker, Fannie Fern, . . . . . Leaf River, Ill.
Fike, Nora, . . . . . Milledgeville, Ill.
Fridley, Grace Susie, . . . . . Mt. Morris, Ill.
Fridley, John Emmert, . . . . " "
Gilbert, Rose, . . . . North Manchester, Ind.
Groff, Benjamin Warren, . . . . Sippo, Ohio.
Hanawalt, Sadie, . . . . . Aredale, Iowa.
Haughtelin, Estella, . . . Franklin Grove, Ill.
Heckman, Charles Elmer, . . . . Kinsey, Ind.
Herndon, Edward Robins, . . Washburn, Ill.
Hess, Shannon D., . . . . . Ashland, Ohio.
Hollinger, Maude N., . . . Abbottstown, Pa.
Hoover, Laura, . . . . . Servia, Ind.
Holsinger, Ida, . . . . . Polo, Ill.
Holsinger, Jennie, . . . . . Polo, Ill.
Holsinger, Merton, . . . . . Ladoga, Ind.
Hostetler, Dora, . . . . . Waterloo, Iowa.
Hyre, Minnie, . . . . . Merriam, Ind.
Johnson, Olive, . . . . . Garrison, Iowa.
Jones, Albert Clayton, . . . . Mapleville, Md.
Kindig, Nellie Virginia, . . . . . Benson, Ill.
Lahman, Wilton, . . . . . Turner, Ill.
Lehman, Henry H., . . . . . Ashland, Ohio.
Lehman, Mrs. H. H., . . . . Ashland, Ohio.
Lentz, Blanche, . . . . . Harrod, Ohio.
Lichty, Elsie, . . . . . Waterloo, Iowa.
Lichty, Mary, . . . . . Waterloo, Iowa.
Long, William Marion, . . . . Webster, Ohio.
Long, Sylvester, . . . . . Dayton, Ohio.
Loveless, Ora L., . . . . . Clark's Hill, Ind.
McCauley, Callie Susan, . . . . Roanoke, Ill.
McClure, Mary, . . . . . Mt. Morris, Ill.
McCoy, James B., . . . . . " "
McDannell, Ella, . . . . . " "
McDannell, Gay, . . . . . " "
Metsger, Harvey, . . . . . Edna Mills, Ind.
Metsker, George Brower, . . . . . North Manchester, Ind.
Miller, Alonzo Milo, . . . . . Nappanee, Ind.
Miller, Jacob Kurtz, . . . . . Robins, Iowa.
Moats, Sadie, . . . . . Mt. Morris, Ill.
Moore, Etta May, . . . . . " "
Neher, Levi M., . . . North Manchester, Ind.
Nill, Mary, . . . . . Eaton, Ohio.
Opperman, Daniel Owen, . . . . Goshen, Ind.
Pitman, Henry Enoch, . . . . . Loraine, Ill.
Price, William Henry, . . . . Mt. Morris, Ill.
Reiff, Elsie May, . . . . . Monticello, Ind.
Reiff, Isaac, . . . . . Monticello, Ind.
Rensberger, Melvin Newton, . . Goshen, Ind.
Rhodes, Jacob Samuel, . . Rockingham, Mo.

Riddlesberger, Susie, . . . . . Scandia, Kans.
Rinehart, Jesse S., . . . . . West Cairo, Ohio.
Robinson, Edna Alida, . . . . . Milford, Ind.
Rodabaugh, Anna Belle, . Birmingham, Iowa.
Royer, Ella, . . . . . Dallas Center, Iowa.
Rupel, Arthur, . . . . . New Liberty, Ind.
Saylor, Lizzie, . . . . . Lavansville, Pa.
Sell, Ada, . . . . . Plattsburg, Mo.
Sell, Fred. . . . . Plattsburg, Mo.
Sell, Iva, . . . . . Plattsburg, Mo.
Sell, Rosa, . . . . . Plattsburg, Mo.
Shaw, Verna Belle, . . . . . Mt. Morris, Ill.
Shaw, Oliver Leslie, . . . . . " "
Shearer, Howard Edwin, . . . Harrisburg, Pa.
Shellenberger, Herman Askey, Stanton, Iowa.
Smith, Flora Alma, . . . . . Mt. Morris, Ill.
Smith, Luther K., . . . . . Canton, Ohio.
Snider, Rachel Della, . . . . . Harrod, Ohio.
Stephens, Vergie, . . . . . Mt. Morris, Ill.
Stewart, Charles Lewis, . . . Ash Ridge, Wis.
Stoner, Ezra Thomas, . . . . Mt. Morris, Ill.
Stouffer, Otis, . . . . . Maryland, Ill.
Stuart, Charles E., . . . . . Chadwick, Ill.
Stuart, Grace M., . . . . . Chadwick, Ill.
Stutesman, Carrie, . . . . . Onward, Ind.
Suter, Jesse D., . . . . . Ashton, Ill.
Swinnie, James B., . . . . . .
. . . . Chesterfield Court House, S. C.
Tannreuther, William Oscar, . . Brandt, Ohio.
Teague, Claudia Evelyn, . . . . Boyd, Ohio.
Thomas, Edward Charles, . . Mt. Morris, Ill.
Thomas, Charles F., . . . . . Ames, Iowa.
Thomas, Noble Filmore, . . . Mt. Morris, Ill.
Toms, George, . . . . . " "
Toney, Ada, . . . . . Berrien Centre, Mich.
Trimmer, Cora Ellen, . . . . . Goshen, Ind.
Trimmer, Minnie Alice, . . . . . Goshen, Ind.
Troyer, Frank, . . . . . Goshen, Ind.
Troyer, Harvey, . . . . . Brushy Prairie, Ind.
Troyer, Isaac, . . . . . Brushy Prairie, Ind.
Wampler, Ida, . . . . . Warrensburgh, Mo.
Watkins, Ivy, . . . . . Mt. Morris, Ill.
Watkins, Ray R., . . . . . " "
Watkins, Lee, . . . . . " "
Watters, Jennie, . . . . . Hudson, Iowa.
Weddell, Jesse, . . . . . Benton, Ind.
Weddell, Zack, . . . . . Benton, Ind.
Werking, William, . . . . . Elko, Ind.
Whisler, George Elmer, . . . Mt. Morris, Ill.
Whitmer, Alzina Edith, . . South Bend, Ind.
Whitmer, Merrill Inman, . . South Bend, Ind.
Williams, Pearl, . . . . . Mt. Morris, Ill.
Windle, Addie, . . . . . " "
Windle, Orpha, . . . . . " "
Wingert, Harry Hewitt, . Franklin Grove, Ill.
Wingert, Mrs. Ira, . . . . . Mt. Morris, Ill.
Wright, Ludivico, . . North Manchester, Ind.
Young, Charles Worthington, Mt. Morris, Ill.
Zindler, Mary, . . . . . Baileyville, Ill.
Zollers, Naoma R., . . . . . Mt. Carroll, Ill.
Zook, Willie Ora, . . . . . Greene, Iowa.
Zuck, Annie, . . . . . Clarence, Iowa.
Zuck, Quinter John, . . . . . Clarence, Iowa.

IRREGULAR.

Lutz, Ira, . . . . . State Centre, Iowa.
Wagner, Ida May, . . . . Franklin Grove, Ill.
Zug, James Frantz, . . . . . Lebanon, Pa.

# Bible Department.

## Second Year.

Bixler, Maggie, . . . North Springfield, Ohio.
Eby, Levi Howe, . . . . Summerfield, Kans.
Miller, Jacob Kurtz, . . . . . Robins, Iowa.
Young, Mrs. Susie E., . . . . Mt. Morris, Ill.
Young, Simon S., . . . . . Mt. Morris, Ill.

## First Year.

Baker, Katie, . . . . . Baker, Ohio.
Barwick, Henry Milton, . . . . Eaton, Ohio.
Blocher, Jonah M., . . . Warrensburgh, Mo.
Bricker, Melvin G., . . . . . Primrose, Ohio.
Brubaker, J. L., . . . . . .
Brubaker, Mrs. Nettie, . . . . Mt. Morris, Ill.
Buck, Nannie, . . . . . " "
Clair, Aaron L., . . . . . Mt. Morris, Ill
Clair, Mrs. Aaron L., . . . . . " "
Clear, Zadok, . . . . . Jewell, Ohio.
Crouse, Anna, . . . . . Mt. Carroll, Ill.
Dilling, George Snowberger, . Monticello, Ind.
Eckerle, Charles Elsworth, . . Mt. Morris, Ill.
Fisher, Ira, . . . . . Colfax, Ind.

Flory, Jacob Samuel, . . . . . Broadway, Va.
Forney, Daniel L., . . . . . Pine Creek, Ill.
Forney, Susie, . . . . . Pine Creek, Ill.
Fridley, John Emmert, . . . . Mt. Morris, Ill.
Furrey, George Washington, . Gering, Nebr.
Gish, James W., . . . . . Holmesville, Nebr.
Grater, Lizzie, . . . . . Malvern, Ill.
Haines, Mrs. A. H., . . . . Mt. Morris, Ill.
Hermanson, Robert, . . . . . Lockveni, Sweden, Europe.
Hershey, Minnie Katharine, . Mt. Morris, Ill.
Hess, Shannon D., . . . . . Ashland, Ohio.
Hollinger, David, . . . . . Mt. Morris, Ill.
Hollinger, Mrs. Kate, . . . . . " "
King, Minerva Alice, North Manchester, Ind.
Lahman, Mrs. Susan, . . . . . Mt. Morris, Ill.
Leckrone, Charles, . North Manchester, Ind.
Lentz, Blanche, . . . . . Harrod, Ohio.
Lichty, William H., . . . . . Waterloo, Iowa.
McDannel, Ella, . . . . . Mt. Morris, Ill.
McDonald, Milo, . . . . . Edon, Ohio.
Metsker, Robert, . . . . . Mexico, Ind.
Miller, Bertha Inez, . North Manchester, Ind.
Mishler, George, . . . North Manchester, Ind.
Mishler, Mrs. George Kinzie, . . Kinzie, Ind.
Peiter, Mary Elizabeth Deppen, . . . . . Waterloo, Iowa.
Pitman, Henry Enoch, . . . . . Loraine, Ill.
Price, William Henry, . . . . Mt. Morris, Ill.
Reiff, Isaac, . . . . . Monticello, Ind.
Rinehart, Jesse S., . . . . . West Cairo, Ohio.
Royer, Ella, . . . . . Dallas Centre, Iowa.
Royer, Lillie, . . . . . Mt. Morris, Ill.
Saylor, Lizzie, . . . . . Lavansville, Pa.
Shull, Annie, . . . . . Virden, Ill.
Shaw, Oliver Leslie, . . . . . Mt. Morris, Ill.
Shirk, Lizzie Alice, . . . . . Shannon, Ill.
Smith, Charles Bragg, . . . . . Cornell, Ill.
Smith, Mrs. Lizzie. . . . . Cornell, Ill.
Snider, Rachel Della, . . . . . Harrod, Ohio.
Smith, Luther K., . . . . . Canton, Ohio.
Stine, Arthur Myers, . . . . . Adel, Iowa.
Spickler, Henry Martin, . . . . . Polo, Ill.
Stoner, Salome Ann, . . . . . Ladoga, Ind.
Stover, John Mohler, . . . . . Bradford, Ohio.
Teague, Evelyn, . . . . . Boyd, Ohio.
Thompson, Samuel, . . . . . Mt. Morris, Ill.
Wampler, Ida, . . . . . Warrensburgh, Mo.
Whitmer, Merrill Inman, . . South Bend, Ind.
Whisler, George, . . . . . Mt. Morris, Ill.
Windle, Addie, . . . . . " "
Wine, Emma, . . . . North Hampton, Ohio.
Wright, Ludivico, . . North Manchester, Ind.

# Special Bible Term.

All those catalogued as First Year Students took part or all the work during the Bible Term. In addition to them are the following:

Berkey, I. L., . . . . . Goshen, Ind.
Bingaman, W. L., . . . . . Cerro Gordo, Ill.
Brower, Jacob S., . . . . South English, Iowa.
Byerly, David, . . . . . Lima, Ohio.
Cobb, Edward M., . . . . . Bath, Ind.
Eby, David, . . . . . Lena, Ill.
Emmert, David, . . . . . Mt. Morris, Ill.
Flory, John S., . . . . . North English, Iowa.
Gibson, Charles. . . . . Girard, Ill.
Goughenour, S. M., . . . . . Elkhart, Iowa.
Hawbaker, Chas., . . . . . Mt. Morris, Ill.
Haughtelin, J. D., . . . . . Panora, Iowa.
Holler, Jacob, . . . . . Dayton, Ohio.
Lahman, C. W., . . . . . Franklin Grove, Ill.
Lichty, Ephraim, . . . . . Waterloo, Iowa.
Longenecker, Jos., . . . . . Ustick, Ill.
Miller, B. F., . . . . . Alpena, S. Dak.
Moherman, T. S., . . . . . Ashland, Ohio.
Myers, George S., . . . . New Enterprise, Pa.
Myers, J. A., . . . . . Malvern, Ill.
Myers, J. L., . . . . . Yale, Iowa.
Newcomer, Samuel, . . . . . Lanark, Ill.
Nicewonger, Samuel, . . South English, Iowa.
Price, Harvey, . . . . . Mt. Morris, Ill.
Price, John, . . . . . Oregon, Ill.
Rothrock, E. S., . . . . . Carlisle, Nebr.
Royer, S. D., . . . . . Bradford, Ohio.
Rupple, A. M., . . . . . North Liberty, Ind.
Sanger, Anthony, . . . . . Keota, Iowa.
Schrock, Christ, . . . . . Middlebury, Ind.
Sellars, G. W., . . . . . Byron, Ohio.
Shirk, Nelson. . . . . Shannon, Ill.
Sollenberger, Aaron D., . . . . . Lisle, Ill.
Strickler, B. F., . . . . . Loraine, Ill.
Studebaker, Samuel, . . . . Yellow Creek, Ill.
Studebaker, Simon, . . . Summerfield, Kans.
Trostle, Ephraim, . . . . . Mt. Morris, Ill.
Trostle, Levi, . . . . . Franklin Grove, Ill.
Weaver, J. A., . . . . . Monticello, Ind.
Wilkins, C. L., . . . . . Harrod, Ohio.
Workman, Arthur S., . . . Loudonville, Ohio.
Young, H. S., . . . . . New Berlin, Ohio.

## GRADUATES OF SUNDAY SCHOOL NORMAL DEPARTMENT.

Barwick, Henry Milton, . . . . . Eaton, Ohio.
Bixler, Maggie, . . . North Springfield, Ohio.
Buck, Nannie L., . . . . . Mt. Morris, Ill.
Dilling, George Snowberger, . Monticello, Ind.
Eby, Levi Howe, . . . . Summerfield, Kans.
Flory, John Samuel, . . . . . Broadway, Va.
Forney, Daniel L., . . . . . Pine Creek, Ill.
Lentz, Blanche, . . . . . Harrod, Ohio.
Miller, J. Kurtz, . . . . . Robins, Iowa.
Spickler, Henry Martin, . . . . . Polo, Ill.
Stoner, Salome Ann, . . . . . Ladoga, Ind.
Wine, Emma, . . . . North Hampton, Ohio.
Young, Mrs. Susie E., . . . . Mt. Morris, Ill.
Young, Simon S., . . . . . " "

# Commercial Dep't.

Ankney, May, . . . . . Mt. Morris, Ill.
Atkins, James A., . . Weaver's Station, Ohio.
Avey, Benjamin Edgar, . . . Mt. Morris, Ill.
Baile, Tacy Estella, . . . . Warrensburg, Mo.
Brown, Amanda, . . . . . Whitesville, Ind.
Brown, Lydia, . . . . . Whitesville, Ind.
Canode, Martin L., . . . . . Mt. Morris, Ill.
Cheney, Carl, . . . . . " "
Clark, Roscoe Conkling, . . . " "
Cripe, Perry, . . . . . Pyrmont, Ind.
Deutschman, Franklin Albert, . . Elwood, Ill.
Early, Mark, . . . . . Salem, Ore.
Eikenberry, Alice, . . . . . Beechy Mire, Ind.
Emmert, George Clinton, . . . Mt. Morris, Ill.
Forney, Lottie, . . . . . Hudson, Ill.
Fruit, Aaron Miller, . . . . . Ash Ridge, Wis.
Garber, David Jacob, . . . Moore's Store, Va.
Gingerich, Ezra Weddell, . Derry Church, Pa.
Gish, Lewis Calvin, . . . . . Secor, Ill.
Goughnour, E. D., . . . . Livingston, Mont.
Grater, Jacob W., . . . . . Malvern, Ill.
Grim, Harvey, . . . . . Mt. Morris, Ill.
Griswold, Bessie, . . . . . " "
Hershey, Orney Edward, . . . " "
Hollinger, Joseph Risser, . . . " "
Hollinger, Reuben C., . . . . " "
Holsinger, Joseph William, . . " "
Horne, Quinter, . . . . . Roseville, Ohio.
Horning, Irvin, . . . North Manchester, Ind.
Johnson, Fred Stevens, . . . . . Taylor, Ill.
Kindig, William Henry, . . . . . Secor, Ill.
Kinsey, T. Benton, . . . . . Mt. Morris, Ill.
Kurtz, Harvey E., . . . . . Brittain, Ohio.
Lohrer, Mollie, . . . . . Beechy Mire, Ind.
Masterson, James Bishop, . . . . Auburn, Ill.
McCauley, J. E., . . . . . Roanoke, Ill.
Mumma, Edward, . . . . . Mt. Morris, Ill.
Myers, Charles William, . . . " "
Newcomer, Howard, . . . . . " "
Peoples, Melvin, . . . . . Benton, Ind.
Plank, Francis Henry, . . . . . Hudson, Ill.
Price, Benjamin Swingley, . . Mt. Morris, Ill.
Replogle, Charles M., . . . . Farragut, Iowa.
Rhodes, Ira Clark, . . . Atkinson's Mills, Pa.
Rhodes, Jacob Samuel, . . Rockingham, Mo.
Richer, William Christian, . . . . Peru, Ind.
Ritter, Herman, . . . . . Dixon, Ill.
Rodabaugh, Michael Daniel, Birmingham, Ia.
Rothrock, Amanda Ella, . . . Carlisle, Nebr.
Shelley, Charles Wesley, . . . . . Ollie, Iowa.
Seibert, Benjamin, . . . . . Mt. Morris, Ill.
Snavely, William Otis, . . . . Kearney, Nebr.
Stair, Charles G., . . . . . Clarno, Wis.
Stouffer, Otis. . . . . Maryland, Ill.
Suter, Jesse D., . . . . . Ashton, Ill.
Thomas, Charles F., . . . . . Ames, Iowa.
Timmer, Charles F., . . . . . Forreston, Ill.
Van Hook, John M., . . . Crawfordsville, Ind.
Weddell, Jesse, . . . . . Benton, Ind.
Weddell, Zack, . . . . . Benton, Ind.
Wine, John W., . . . North Hampton, Ohio.
Wright, Melvin W., . North Manchester, Ind.
Wingert, Harry Hewitt, . Franklin Grove, Ill.
Young, Myron, . . . . . New Berlin, Ohio.
Young, Ora, . . . . . Roann, Ind.
Zug, John Aaron, . . . . . Reistville, Pa.

# Music Department.

### VOCAL MUSIC.

Ankney, Mae.
Adams, Stella.
Bixler, Eva Mae.
Brookins, Fanny.
Bales, Adda.
Brown, Amanda.
Brown, Lyda.
Blocher, M.
Blocher, Mrs. M.
Blocher, D. J.
Brubaker, Hattie.

Bollinger, Retta.
Buck, Nannie.
Buck, Grace.
Bricker, Melvin.
Byerlie, David.
Brubaker, John.
Berkey, E. J.
Baker, Katie.
Baker, Fred.
Bucher, Ida.
Bucher, Lyda.
Crouse, Anna L
Calvert, Cora.
Castle, Jacob.
Deardorff, Anna.
Deardorff, Phœbe.
Eversole, Minerva.
Emmert, G. C.
Fisher, Ira.
Friedly, J. E.
Fike, Nora.
Fisher, Harry.
Fackler, O. A.
Forney, Susie.
Gilbert, Rose.
Hollinger, Mrs. D.
Hollinger, Maude.
Holsinger, Ida.
Holsinger, Jennie.
Holsinger, Anita.
Holsinger, J. W.
Horning, Irvin E
Hershey, O. E.
Hyre, Minnie.
Haughtelin, Estella.
Hoover, Laura.
Jones, Albert.
Johnson, Olive.
Kindig, Nella.
Kinsey, Benton.
Lichty, Elsie.
Lahman, Mrs. Jos.
Lohrer, Molly.
Miller, Milo.
Miller, J. K.
Miller, Anna May.
Metsker, Mrs. Robt.
Metsker, George.
Metzger, Harvey.
Moore, Etta.
Myers, Ira.
Malarky, Anna.
McDannell, Gay.
Neher, Levi M.
Opperman, Owen.
Puterbaugh, Ada.
Price, Nannie.
Plank, Henry.
Pefley, Alice.
Ruple, Arthur.
Replogle, Charl.
Royer, Myrtle
Rhodes, I. C.
Royer, Ella.
Robinson, Eda.
Riddlesberger, Susie.
Richer, William C.
Strock, O. E.
Shaw, Verna.
Shaw, Oliver.
Snavely, W. O.
Swinnie, James.
Sell, Ada.
Sell, Rose.
Sell, Ivy.
Smith, Mrs. C. B.
Stephens, Verdie.
Sprecher, Kitty.
Shirk, Lizzie.
Sollenberger, Aaron.
Stover, E. T.
Studebaker, John.
Saylor, Lizzie.
Suter, Jesse.
Thompson, S. B.
Trimmer, Cora.
Trimmer, Minnie.
Troyer, Isaac.
Troyer, Harvey.
Watkins, Ivy.
Watkins, Lee.
Waters, Jennie.
Windle, Orpha.
Werking, Wm.
Wingert, Harry.
Weaver, Prof. G. E.
Witmore, Elzina.
Witmore, Merril.
Wampler, Ida.
Wagner, Ida.
Young, Myron.
Zollers, Naoma
Zuck, Anna.

### VOICE CULTURE.

Bixler, Eva Mae.
Brookins, Fanny.
Brubaker, Hattie.
Fisher, Ira.
Hollinger, Maud.
Johnson, Olive.
Moore, Etta M.
Metsker, Geo.
Replogle, Charl.
Studebaker, John.
Sollenberger, Aaron.
Trimmer, Minnie.
Watkins, Ivy
Wagner, Ida.
Young, Katie.
Young, Vinnie.

### INSTRUMENTAL.

Barnheiser, Bertha.
Brubaker, Hattie.
Bucher, Ida.
Bucher, Lyda.
Calvert, Cora.
Eversole, Minerv
Hyre, Minnie.
Johnson, Olive.
Lichty, Elsie.
Moore, Etta M.
Moore, Allie.
Metsker, Geo.
Pefley, Alice.
Shelly, Fanny.
Shirk, Lizzie.
Trimmer, Minnie.
Watkins, Ivy.
Werking, William.
Young, Katie.
Zollers, Naoma.

# Special Elocution.

Abrams, Josie.
Bauman, Jennie.
Berkey, Edward J.
Bullis, Alma.
Bowman, William Frank.
Beeghly, Tully Cicero.
Blocher, Mrs. Michael.
Brubaker, John.
Clark, Roscoe Conkling.
Carpenter, Loche.
Dilling, George.
Eby, Levi Howe.

Felker, Fannie Fern.
Fike, Nora.
Forney, Daniel L.
Garber, Mary.
Grubb, Minora.
Hollinger, Maude.
Haughtelin, Estella.
Harnly, J. W.
Hollinger, David.
Lutz, Ira D.
Lichty, William H.
Loveless, Ora L.
Miller, J. Kurtz.
Myers, Ira.
Metsker, Robert.
McCauley, Callie.
Mishler, George.
Price, William Henry.
Pollock, Alvin.
Price, Grace.
Rinehart, J. S.
Royer Phenie.
Shellenberger, Herman.
Shaw, Oliver Leslie.
Smith, Charles Bragg.
Sell, Rosa.
Smith, Anna Belle.
Stover, John M.
Schryock, Nettie.
Smith, Flora Alma.
Stephens, Fannie.
Tannreuther, Oscar W.
Thomas, John.
Thomas, Irvin.
Wright, L. D.
Wingert, Mrs. Ira.
Wine, Emma.
Wingert, Harry.
Walker, Prof. I. M.

## Shorthand and Typewriting.

Berkey, Edward J.
Burkholder, Irvin John.
Burns, Anna May.
Entwhistle, Robert R.
Feary, Daniel Leslie.
Gingerick, W. Ezra.
Jones, J. Edwin.
Miller, Theodore Milton.
Rhodes, Jacob S.
Rodabaugh, Michael Daniel.
Smith, David P.
Sprecher, Oliver Lewis.
Strock, Otto Emmert.
Tannreuther, William Oscar.
Wine, John Willard.
Van Hook, John Manson.

## Typewriting Alone.

Clarke, Roscoe C.
Replogle, Charl M.

## Art and Special Penmanship.

Brookins, Fannie.
Bixler, Eva.
Bullis, Alma.
Bollinger, Charles.
Bauman, Jennie.
Brubaker, Hattie.
Brubaker, Mrs. J. A.
Carpenter, Locke.
Deardorff, Phœbe.
Early, Mark.
Emmert, G. C.
Funk, Mrs. Lewis.
Garber, Mary.
Gish, L. C.
Groff, B. W.
Grubb, Minora.
Hyre, Minnie.
Haughtelin, Estella.
Horning, Irvin.
Holsinger, J. W.
Hoover, Laura.
Hershey, Martha.
Long, Hettie A.
Long, Sylvester A.
Loveless, Ora.
Miller, T. M.
Myers, Ira.
Pittenger, Dorothy.
Pefly, Alice.
Royer, Phenie.
Swinnie, J. B.
Sprankle, H. H.
Snavely, W. Otis.
Shellenberger, Herman.
Smith, Flo.
Studebaker, John.
Walker, Prof. I. M.
Wine, J. W.
Watkins, Ray.

## Drawing Class.

Avey, S. E.
Brookins, Fannie.
Bonewitz, Michael.
Buck, Mida.
Carpenter, Locke.
Carpenter, Maud.
Clear, Z. F.
Clair, A. F.
Calvert, Cora.
Early, Simon.
Fackler, O. A.
Garber, S. C.

Hershey, Kittie.
Holsinger, Merton.
Hyre, Minnie.
Haughtelin, Estella.
Loveless, Ora.
Leckrone, Charles.
Lichty, Elsie.
Lichty, Mary.
Metsker, G. B.
Miller, Anna M.
Miller, Milo A.
Myers, Oscar.
Nill, Mary.
Pefley, Alice.
Pollock, L. A.
Riddlesberger, Susie.
Reiff, Isaac.
Stine, A. M.
Snavely, W. Otis.
Sell, Fred.
Sell, Ada.
Sell, Iva.
Sell, Rosa.
Stover, J. M.
Smith, L. K.
Shaw, O. L.
Thomas, N. F.
Windle, Orpha.
Wright, L. D.
Zollers, Naoma.

## SUMMARY.

| | |
|---|---|
| Students in Seminary Department, | 12 |
| Students in Academic Department, | 196 |
| Students in Bible Department, | 101 |
| Students in Music Department, | 150 |
| Students in Elocution Department, | 51 |
| Students in Commercial Department, | 66 |
| Students in Shorthand and Typewriting Department, | 18 |
| Students in Special Penmanship and Art Departments, | 81 |
| Total, | 675 |
| Less those counted more than once, | 321 |
| Total number enrolled, | 354 |

Ladies enrolled, 141; Gentlemen enrolled, 213.

## Alumni in Literary Department.

### CLASSICAL.

Baker, N. R., '90,.....Keuka, Fla.
Beery, Adaline Hohf, '82,....Huntingdon, Pa.
*Brubaker, I. N., '90,.....Girard, Ill.
Clear, John Daniel, '92,.....Jewell, Ohio.
Culp, C. E., '88,.....Arcanum, Ohio.
Dawson, Geo. E., '83,.....Meadville, Pa.
Diekhoff, Tobias, '90,.....Adeline, Ill.
Gebhardt, A. E., '83,.....Omaha, Nebr.
Gilbert, James Zaccheus, '91,.....
..... McPherson, Kans.
Harnly, John Horner, '92,.....Auburn, Ill.
Hoff, Emanuel B., '85,.....Waterloo, Iowa.
Hoover, O. Perry, '90,.....Dayton, Ohio.
Jenks, Georgie Bixler, '83, .....Ithaca, N.Y.
Miller, Anna S., '83,.....Avery, Iowa.
Miller, I. H., '82,.....Abbyville, Kans.
Miller, J. E., '90,.....Milledgeville, Ill.
Myers, T. T., '90,.....Philadelphia, Pa.
Neff, James M., '86,.....Covington, Ohio.
Newcomer, A. G., '81,.....Palo Alto, Cal.
Newcomer, H. C., '81,.....West Point, N. Y.
Page, E. C., '84,.....Oregon, Ill.
Peifer, E. D., '81,.....Chicago, Ill.
Replogle, Nancy Lou Ella, '91,..Farragut, Ia.
Shellenberger, J. K., '87,....Cleveland, Minn.
Shute, A. L., '83,.....Nachusa, Ill.
Stoner, Salome Ann, '91,.....Ladoga, Ind.
Stover, W. B., '89,.....Edgemont, Md.
Thomas, William Irvin, '92,....Mt. Morris, Ill.
Zern, E. J., '90,.....Philadelphia, Pa.

### LATIN-SCIENTIFIC.

Benbow, Levi, '84,.....Chicago, Ill.
Brubaker, J. F., '82,.....Dayton, Ohio.
Brubaker, J. H., '82,.....Dayton, Ohio.
Carpenter, Wm. E., '90,.....Baileyville, Ill.
Carpenter, Chas., '89,.....Baileyville, "
Davis, Annie L. Sharp, '83,.....
.....Washington, D. C.
†Eby, Angie Yarger, '81,.....Lincoln, Nebr.
Eby, L. H., '82,.....Lincoln, Nebr.
Fager, Abbie, '86,.....Forreston, Ill.
Ford, Charles Floyd, '92,.....Mt. Morris, "
Goshorn, Ezra Nicholas, '92, Hausertown, Ind.
Hoover, William I. T., '91,.....Dayton, Ohio.
Heckman, John, '83,.....Polo, Ill.
Kemp, Daisy, '90,.....Mt. Morris, "
Lahman, Chas., '89,.....Franklin Grove, "
‡Mackay, Effie B., '84,.....Mt. Carroll, "
Mackay, Jennie I. '83,.....Philadelphia, Pa.
Mahan, Grant, '83,.....Mt. Morris, Ill.
Mershon, Flora Grant, '82,.....Oregon, "
Mertz, D. F., '90,.....Burnett's Creek, Ind.
Mertz, Wm. M., '90,.... " " "
Miller, J. Carson, '82,.....Moore's Store, Va.
Miller, Mary E., '82,.....Winfield, Kans
Neff, James M., '85,.....Covington, Ohio
Newcomer, Cyrus, '85,.....Peabody, Kans.
Newcomer, Reba K., '82, ...West Point, N. Y.
Peifer, Jennie Tice, '85,.....Chicago, Ill.
Rodabaugh, Willis, '92,... Birmingham, Iowa.
Rohrbaugh, Marcellus, '84,.....Omaha, Nebr.
Royer, Nettie, '89,.....Mt. Morris, Ill.
Stephens, Mary Elizabeth, '91, Mt. Morris, Ill.
Stephens, Fannie, '88,..... " " "
Vaniman, Chancey, '88,....McPherson, Kans.
Wallick, Cyrus, '88,.....Wolcott, Ind.
Young, Simon, '92,.....Mt. Morris, Ill.
Yundt, Emery Roscoe, '92,.... " " "

### ENGLISH.

Kepner, Kate, '83,.....Spadra, Cal.
Stees, Mary J., '83,.....Nora, Ill.
Shaw, Lizzie, '88,.....Oregon, Ill.
Vaniman, C. M., '88,.....Virden, Ill.

### SCIENTIFIC.

Amick, Elmira, '91,.....Mt. Morris, Ill.
Aurand, S. H., '81,.....Loran, "
Bolinger, Maurice Seward, '92, Bolinger, Ark.
Boone, Alice J., '89,.....Chicago, Ill.
Canode, M. Eliza, '86,.....Mt. Morris, Ill.
Cripe, Elva Newcomer, '86,.. " " "
Davis, B. G., '84,.....Washington, D. C.
Emmert, Mary, '90,.....Mt. Carroll, Ill.
Eversole, Anna, '92,.....Mt. Morris, "
Eversole, Ivey, '90,.....Mt. Morris, "
Falkenstein, J. N., '83,.....Gainesville, Fla.
Fearer, Jennie, '83,.....Oregon, Ill.
Goshorn, George V., '92,....Hausertown, Ind.
Hanger, Samuel, '84,.....Lighthouse, Ill.
Harnly, Sarah Witmore, '91,.....
..... McPherson, Kans.
Hill, C. P., '84,.....Illinois.
§Hoff, Anna Gockley, '89,....Waterloo, Iowa.
Ikenberry, Lewis, '89,.....Waterloo, Iowa.
Lahman, C. W., '82,.....Franklin Grove, Ill.
Markey, Edward A., '89,.....Palo Alto, Cal.
Miller, T. M., '89,.....Mt. Morris, Ill.
Motchman, Albert, '83,.....Mt. Carroll, Ill.
Orr, E. A., '84,.....Chicago, Ill.
Rice, Fred N., '81,.....Leaf River, Ill.
Royer, Ida, '88,.....Mt. Morris, Ill.
Royer, Nettie, '88,..... " " "
Royer, Lillie, '90,..... " " "
‖Sanford, Elmer E., '82,.....Taylor, Ill.
Shellenberger, Ida, '89,.....Wetmore, Kans.
Shoemaker, G. L., '86 .....Nappanee, Ind.
Stoner, Salome A., '89,.....Ladoga, Ind.

*Died 1891; † 1891; ‡March 28, 1889; §April 23, 1891; ‖Feb. 15, 1889.

Stoner, Vinnie, '89,.....Centre View, Mo.
Sword, Allen P., '85,.....Lanark, Ill.
Thompson, W. B., '85,.....Philadelphia, Pa.
Ullom, Laura Vaniman, '87, Scott City, Kans.
Wagner, Ida, '90,.....Franklin Grove, Ill
Windle, Minnie, '90,.....Mt. Morris, "
Young, E. S., '83,..... " " "
Yoder, J. P., '87,.....Harlan, Iowa

## Graduates in Commercial Department.

Amick, Rena, '89,.....Mt. Morris, Ill.
Baker, Jessie Martin, '89,.....Keuka, Fla.
Binkley, A. R., '92,.....New Stark, Ohio.
Blickenstaff, J. L., '89,.....Indiana.
Blocher, J. M., '92,.....Warrensburgh, Mo.
Blosser, Sophia, '91,.....Kalida, Ohio.
Bolinger, M. S., '88,.....Severy, Kans.
Bosserman, Owen, '90,.....Dunkirk, Ohio.
Brubaker, Nettie Royer, '89,...Mt. Morris, Ill.
Buckwalter, Robert Theodore Laing. '92, .....Jamestown, Ohio.
Buechly, H. I., '88,.....Pennsylvania.
Caylor, C. W., '91,.....Ladoga, Ind.
Cripe, D. S., '88,.....Mt. Morris, Ill.
Clemmer, Mamie, '89,.....Lanark, "
Clair, A. L., '90, .....Lena, Ill.
Doty, M. L., '86,.....Rockford, "
Dysart, M. L., '90,.....Nachusa, "
Early, Mattie, '91,.....Sumption Prairie, Ind.
Eckerle, Charles Elsworth, '91,...Lanark, Ill.
Emmert, Geo. R., '89,.....Nachusa, "
Fike, M. M., '88,.....Miliedgeville, "
Ford, Charles F., '91,.....Mt. Morris, "
Forney, Myra, '90,.....Lanark, "
Friedly, Frank Forest, '91,....Dunkirk, Ohio.
Garl, Raper, '91,.....Elkhart, Ind.
Gnagey, A. L., '86,.....Garret, Md.
Grigsby, A. L., '86,.....Lena, Ill.
Grigsby, W. S., '86'..... " "
Guiser, John, '91,.....Hublersburg, Pa.
Harnly, B. H., '92,.....Auburn, Ill.
Holsinger, Geo., '87,.....Macon, "
Hooke, J. W., .....New Corner, Ind.
Jenks, M. L., '81,.....Sand Beach, Mich.
Kingery, John M., '81,.....Lanark, Ill.
Krape, Lizzie, '86,.....Lena, "
Keyser, Nannie, '90,.....Centre View, Mo.
Landis, Joseph Byron, '91,....Clarksville, Ind.
Magoon, J. H., '92,.....Milwaukee, Wis.
Maneely, Wm., '87,.....Great Meadow, Eng.
McClure, Lillian, '81,.....Polo, Ill.
McKinney, Wm., '92,.....Greencastle, Pa.
Mertz, C. M., '92,.....Burnett's Creek, Ind.
Miller, Herman, '90,.....Chadwick, Ill.
Myers, O. R., '90,.....New Enterprise, Pa
Nyce, W. G., '90,..... Norristown, Pa.
Nofsinger, F. U., '88,.....Lordsburgh, Cal.
Peifer, E. D., '82,.....Chicago, Ill.
Plank, N. A. L., '86,.....Cooper, Mo.
Rodabaugh, W., '87,.....Birmingham, Iowa.
Rodabaugh, E. G., '92,....Birmingham, Iowa.
Rosenberger, Frank D., '91,....Spitzer, Ohio.
Royer, Galen B., '87,.....Mt. Morris, Ill.
Senseman, William Grant, '91,.....Covington, Ohio.
Smith, Anna B., '85,.....Mt. Morris, Ill.
Smith, Anna Belle, '89,.....Dakota, "
Smith, David, '92,.....Young America. Ind.
Stinson, H. H., '85,.....Paine's Point, Ill.
Stover, W. B., '85,.....Germantown, Pa.
Stover, H. M., '92,.....Edgemont, Md.
Strock, O. E.,.....Sterling, Ill.
Trostle, Ira Joseph, '91,.....Taylor, "
Ullom, Homer, '86,.....Scott City, Kans.
Vaniman, Chancey, '86,....McPherson, Kans.
Vaniman, C. M., '86,.....Illinois.
Watts, Fred Leslie, '91,...Mt. Morris, "
Watts, O. S.,..... " " "
Wenrick. O. J., '92,.....Bradford, Ohio.
Wilson, Lea, '86,.....Stratford, Ill.
Wine, J. B., '85,.....Lanark, Ill.
Whisler, H. A., '90,.....Unionville, Iowa.
Weaver, Albert, '88,.....Syracuse, Ind.
Wolf, J. J., '88,.....Morrisonville, Ill.
Workman, Edith, '92,.....Loudonville, Ohio.
Yarger, B. D., '92,.....Orangeville, Ill.
Young, S. S. '85,.....Mt. Morris, Ill.
Zern, E. J., '87,.....York, Nebr.
Zook, J. T., '88,.....Missouri.

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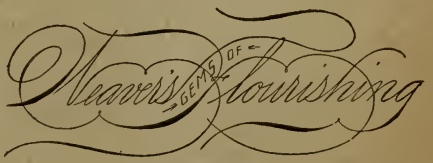


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